Welcome!

ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

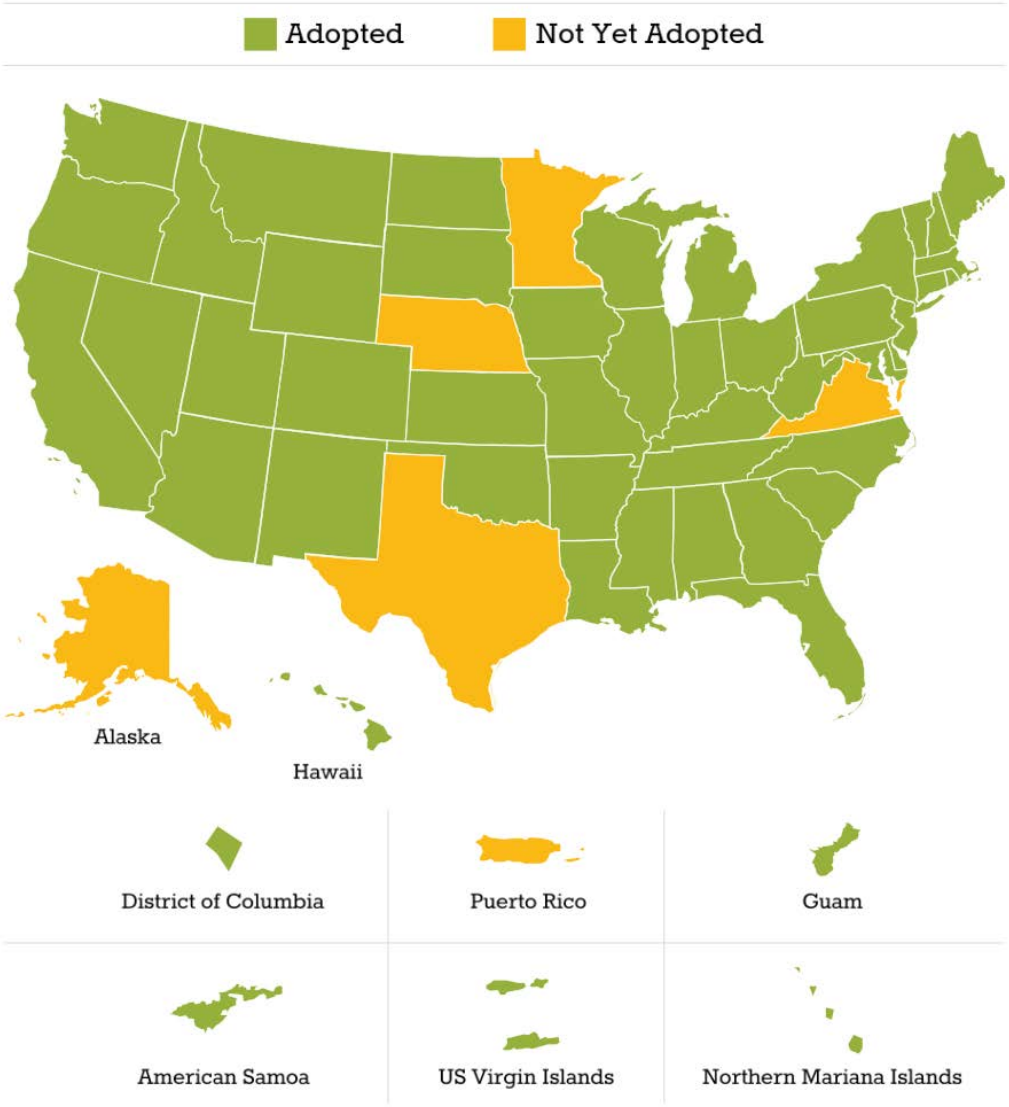

PARCC
assessments
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K-12
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Columbia
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provide
development
readiness
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Ohio
Jersey
Virgin
Indiana
Mississippi
Arizona
Arkansas
Kentucky
Tennessee
Maryland
Rhode
Colorado
Mexico
Florida
Louisiana
Massachusetts
Pennsylvania
York
Standards
Common
Core
2014-15
Partnership
Education's
Department
Islands
Illinois
Readiness
Assessment
consortium
instruction
accountability
technology
information
Vision
Island
Read
Creates
grant
together
use
many
new
measure
competition
tools
range
working
English
learn
Race
anchored
better
careers
include
math
download
serve
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plus
grade
develop
levels
resources
Collectively
takes
communications
progress
State
educate
building
Careers
high-quality
3rd
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inform
timely
application
Top
goal
committed
College
system's
Supports
Advances
Makes
teachers
produced
documents
States
year
student
Builds
history
administer
next-generation
common
design
build
classroom
end
audiences
Virgin

Participants will be able to define PARCC's ELA components and consider how to apply them in their specific content areas.



Partnership *for Assessment of Readiness for College and Careers*

Common Core States



"It is not the strongest of the species...nor the most intelligent that survives. It is the one most adaptable to change."

Charles Darwin

PARCC's Challenges

1. Answer the College and Career Claim
2. Provide accurate national and international data
3. Design tasks to assess 21st century skills – thinking and technology
4. Provide diagnostic/instructional data

PARCC: History and Purpose

It used to be all about measuring the student…

…and then…

…the Russians launched Sputnik!!!

PARCC: History and Purpose

1983 – A Nation at Risk
*trust changed

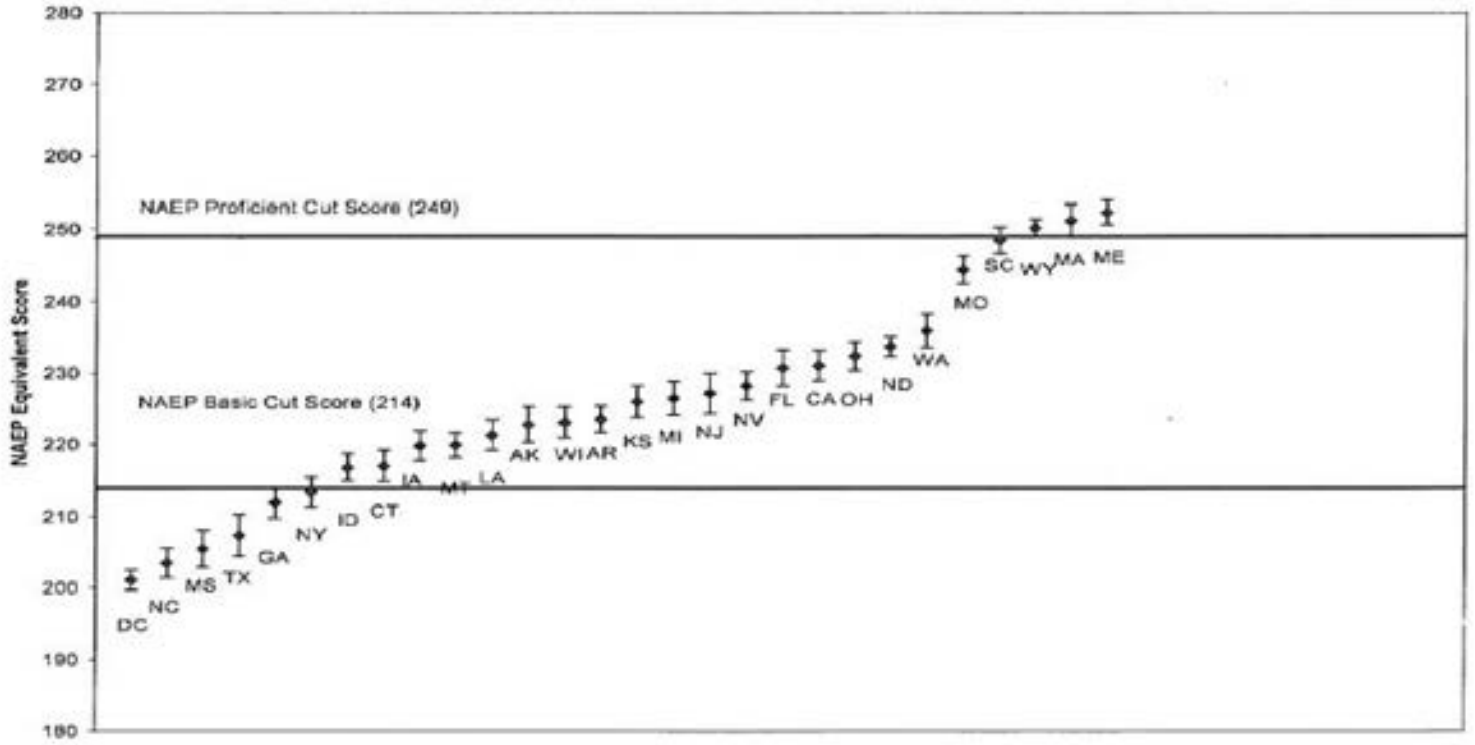
1989 – National Assessment Government Board
*state-level comparisons

1990 – Voluntary National Test
*did not come to fruition

2001 – No Child Left Behind
* standards-based assessments
* consequences
*** states adopted their own standards***

Why did the states decide to work together as a nation?

Figure D-3. NAEP score equivalents of states' proficiency standards for mathematics, grade 4: 2003



SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 Mathematics Assessment, and National Longitudinal School-Level State Assessment Score Database (NLSLSASD).

Absolutely!!!

Myths/ Facts: "Are we teaching to the test?"

First → Finally → Then

Standards Instruction Assessment

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

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

PARCC

Myths/ Facts: How much Testing?

Appendix A: Estimated Time on Task by Grade and Session

Note: estimated time on task refers to an estimate of the amount of time the typical student will need to complete each session. While it is anticipated that most students will complete the test sessions within these estimated times, all participating students will have a set amount of additional time for each session to provide them with ample time to demonstrate their knowledge.

		Performance-Based Component						End-of-Year Component					Summative Total
		ELA/Literacy			Math			ELA/Literacy		Math			
Grade		Literary Analysis	Research	Narrative	Session 1	Session 2	Total	Session 1	Session 2	Session 1	Session 2	Total	
3	Estimated Time on Task (minutes)	50	60	40	50	50	250	60	60	55	55	230	8 hours

		Performance-Based Component						End-of-Year Component					Summative Total
		ELA/Literacy			Math			ELA/Literacy		Math			
Grades		Literary Analysis	Research	Narrative	Session 1	Session 2	Total	Session 1	Session 2	Session 1	Session 2	Total	
4-5	Estimated Time on Task (minutes)	80	80	50	50	50	310	70	70	55	55	250	9 hours, 20 minutes

		Performance-Based Component						End-of-Year Component					Summative Total
		ELA/Literacy			Math			ELA/Literacy		Math			
Grades		Literary Analysis	Research	Narrative	Session 1	Session 2	Total	Session 1	Session 2	Session 1	Session 2	Total	
6-8	Estimated Time on Task (minutes)	80	85	50	50	50	315	70	70	55	55	250	9 hours, 25 minutes

		Performance-Based Component						End-of-Year Component					Summative Total
		ELA/Literacy			Math			ELA/Literacy		Math			
Grades		Literary Analysis	Research	Narrative	Session 1	Session 2	Total	Session 1	Session 2	Session 1	Session 2	Total	
9 -10 Alg I/ Math I Geo/ Math II	Estimated Time on Task (minutes)	80	85	50	50	50	315	70	70	65	65	270	9 hours, 45 minutes

consecutive days

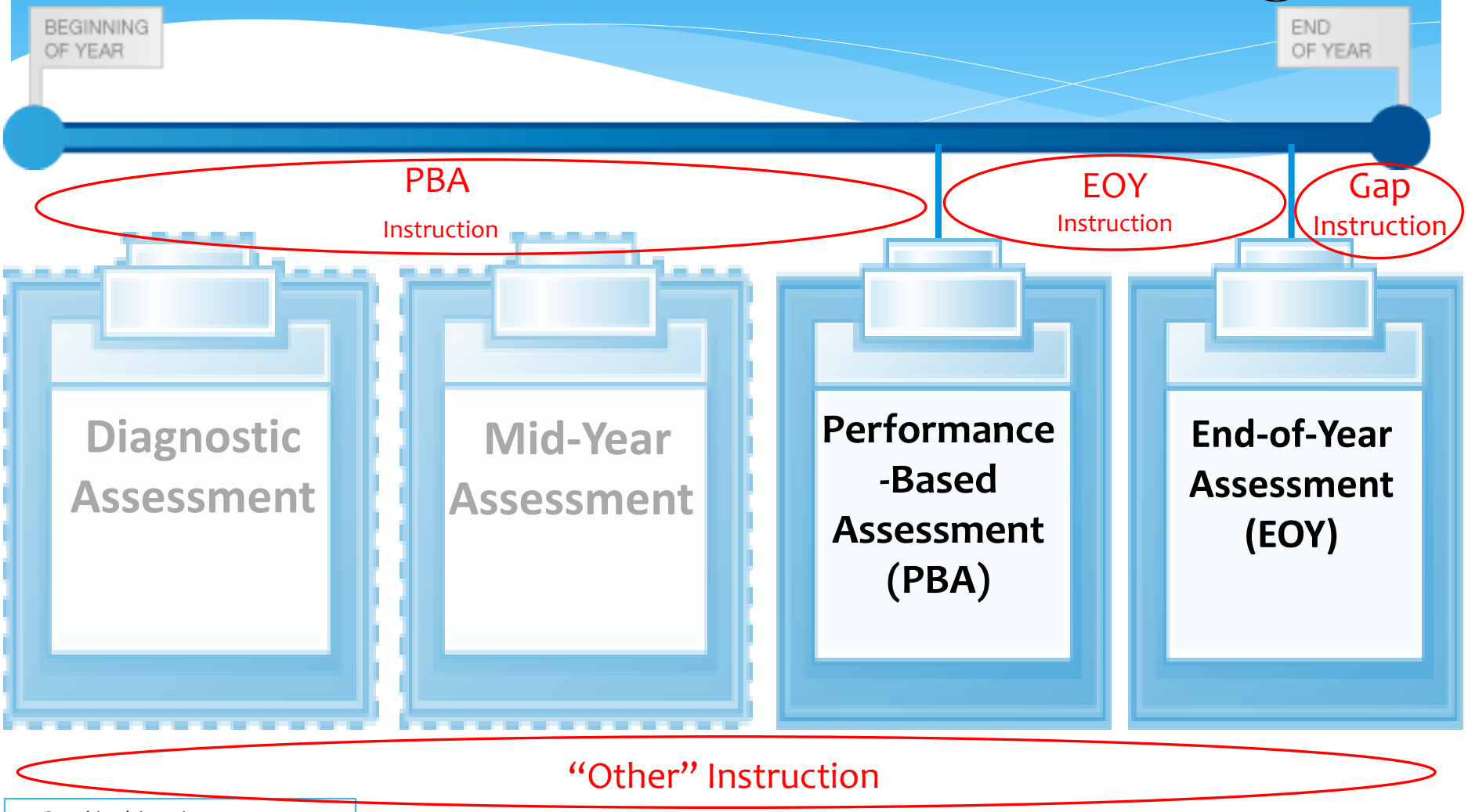
		Performance-Based Component						End-of-Year Component					Summative Total
		ELA/Literacy			Math			ELA/Literacy		Math			
Grade		Literary Analysis	Research	Narrative	Session 1	Session 2	Total	Session 1	Session 2	Session 1	Session 2	Total	
11 Alg II / Math III	Estimated Time on Task (minutes)	80	85	50	65	65	345	70	70	55	55	250	9 hours, 55 minutes

Absolutely!!!

Myths/ Facts:

- These tests are harder.
- Kids have to write.
- There are more testing options/accommodations.

How does our local curriculum, instruction, and assessment change?



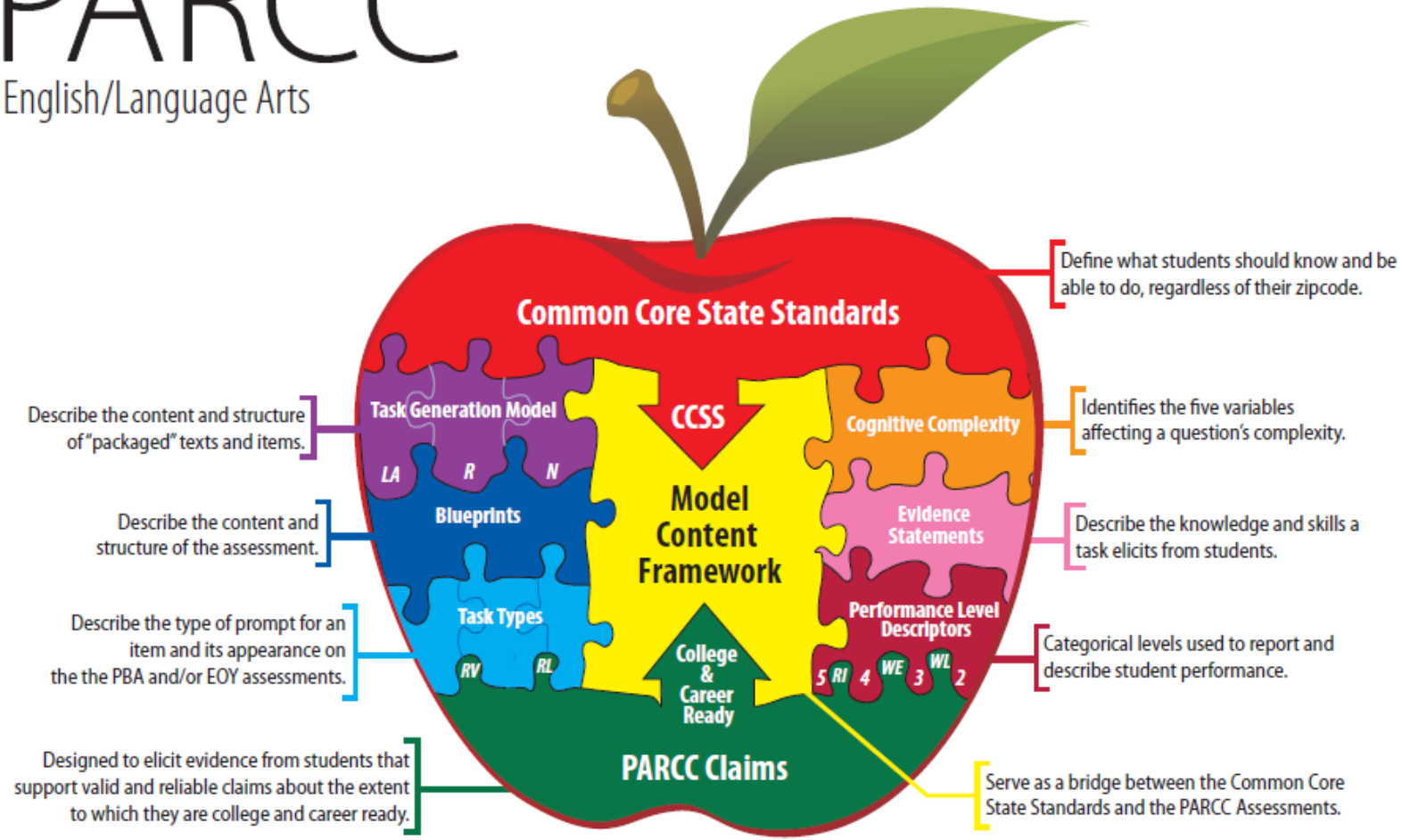
Speaking/Listening Assessment

Welcome to



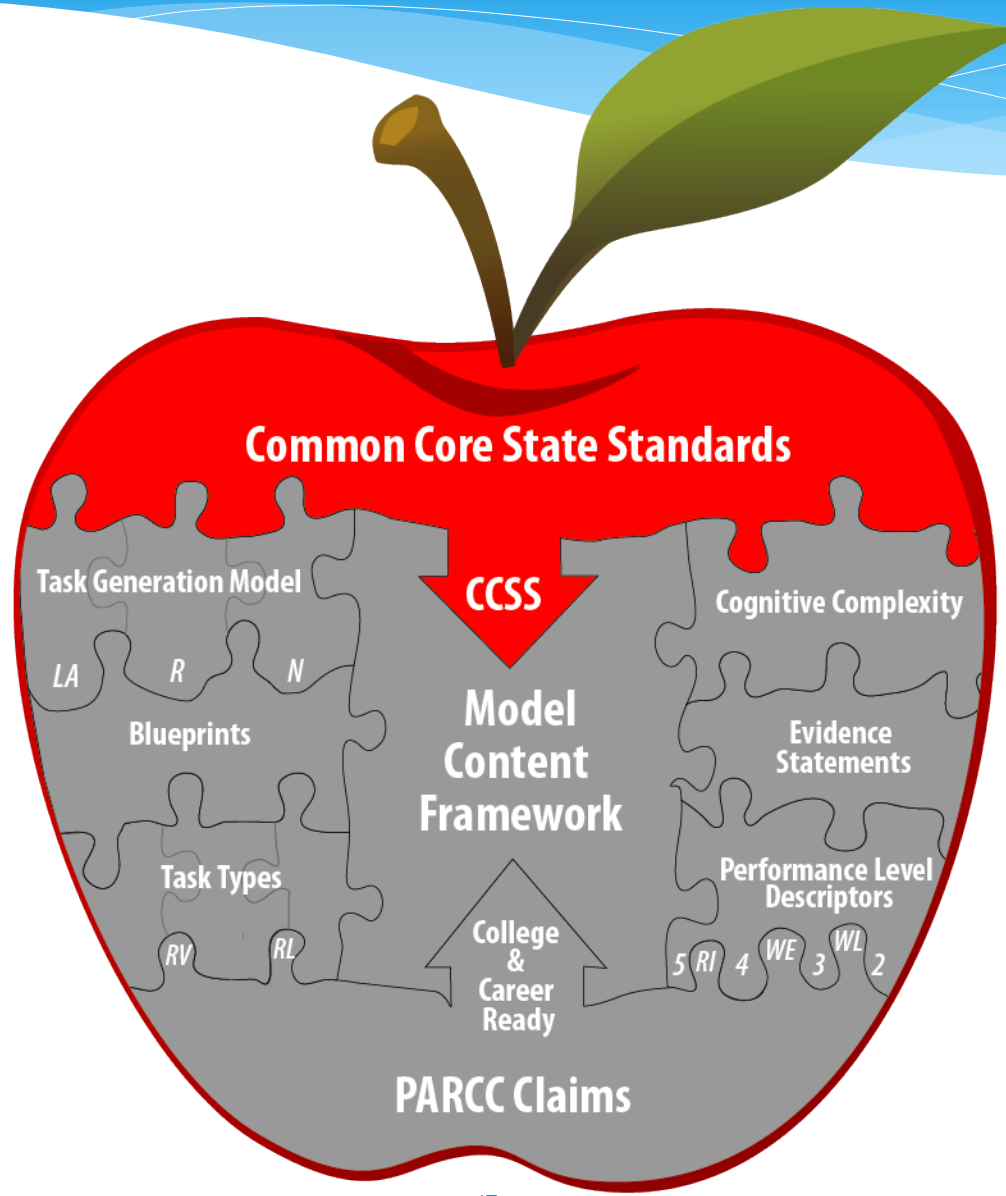
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English/Language Arts



Partnership for the Assessment of Readiness for College and Careers

Anne Arundel County Public Schools


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PARCC Claims

Common Core State Standards



ELA Standards Review

- College and Career Readiness Anchor Standards *for Reading*
- College and Career Readiness Anchor Standards *for Writing*
- College and Career Readiness Anchor Standards *for Speaking and Listening*
- College and Career Readiness Anchor Standards *for Language*

CCSS – ELA - Reading Standard 4 – Analyzing Author's Word Choice

ANCHOR STANDARD: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Grade	**Literature**	**Informational**
K	Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.
1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
2	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area.*
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).	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area.*
5	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*
6	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9 10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
11 12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Activity: Order the ELA Standards

from *Common Core State Standards English Language Arts* ©2010

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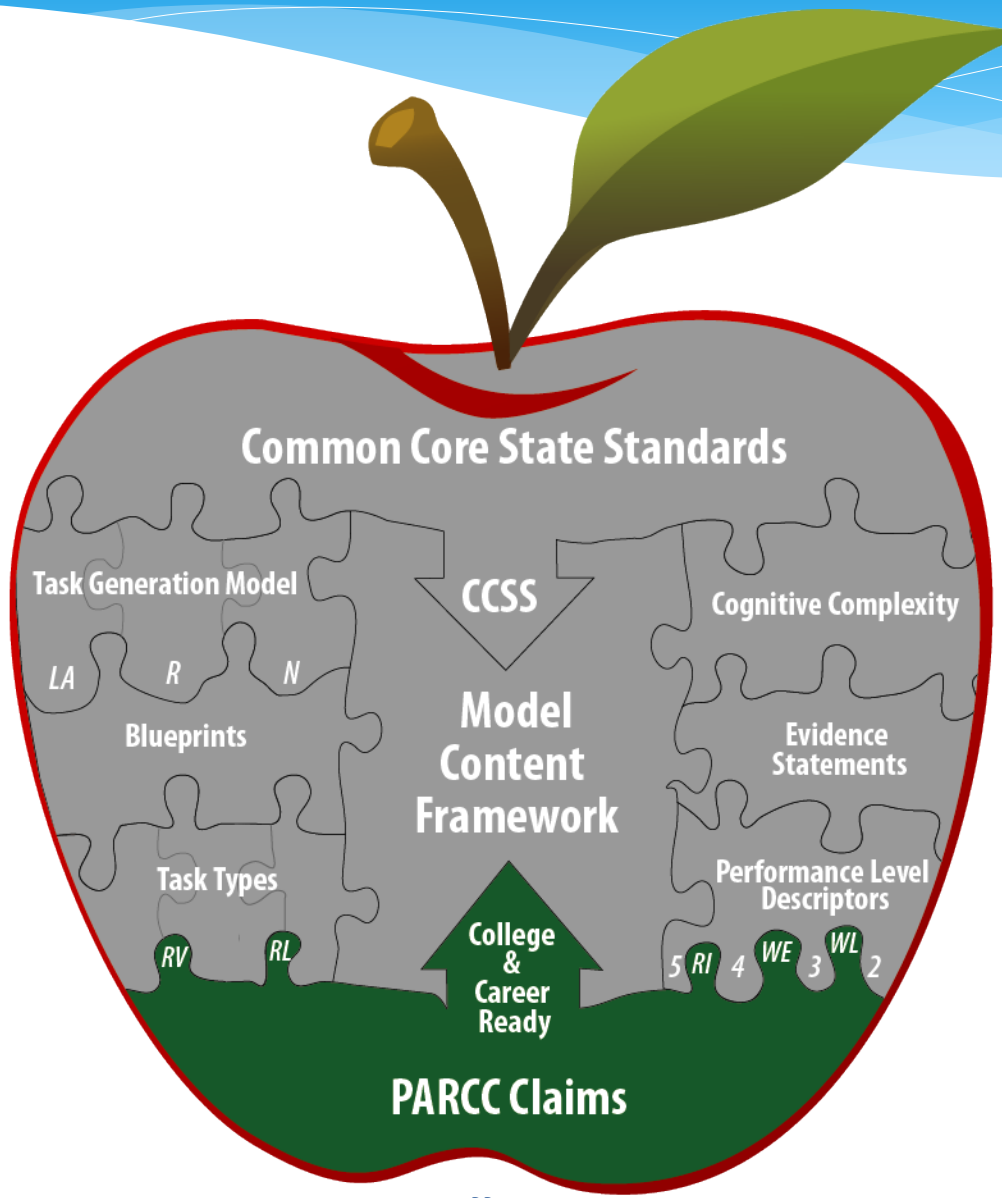
My favorite ELA Standard!!!

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Activity: Teach in Multiple Subjects


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PARCC Claims

Claims: ELA/Literacy

ELA/Literacy for Grades 3–11

"On Track" Master Claim/Reporting Category:

Students are "on track" to college and career readiness in ELA/Literacy.

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocab. Interpretation and Use (RL/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: Reading Literature (RL.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC:Written Expression (W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (L.X.1-3)

Students demonstrate knowledge of coventions and other important elements of language.

SC: Research

(data taken from Research Simulation Task)

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

Claims: ELA/Literacy

Master Claim:

Students are "on track" to college and career readiness.

Major Claim: Reading complex texts

Major Claim: Writing using / analyzing sources

Subclaim:
Vocabulary
in context

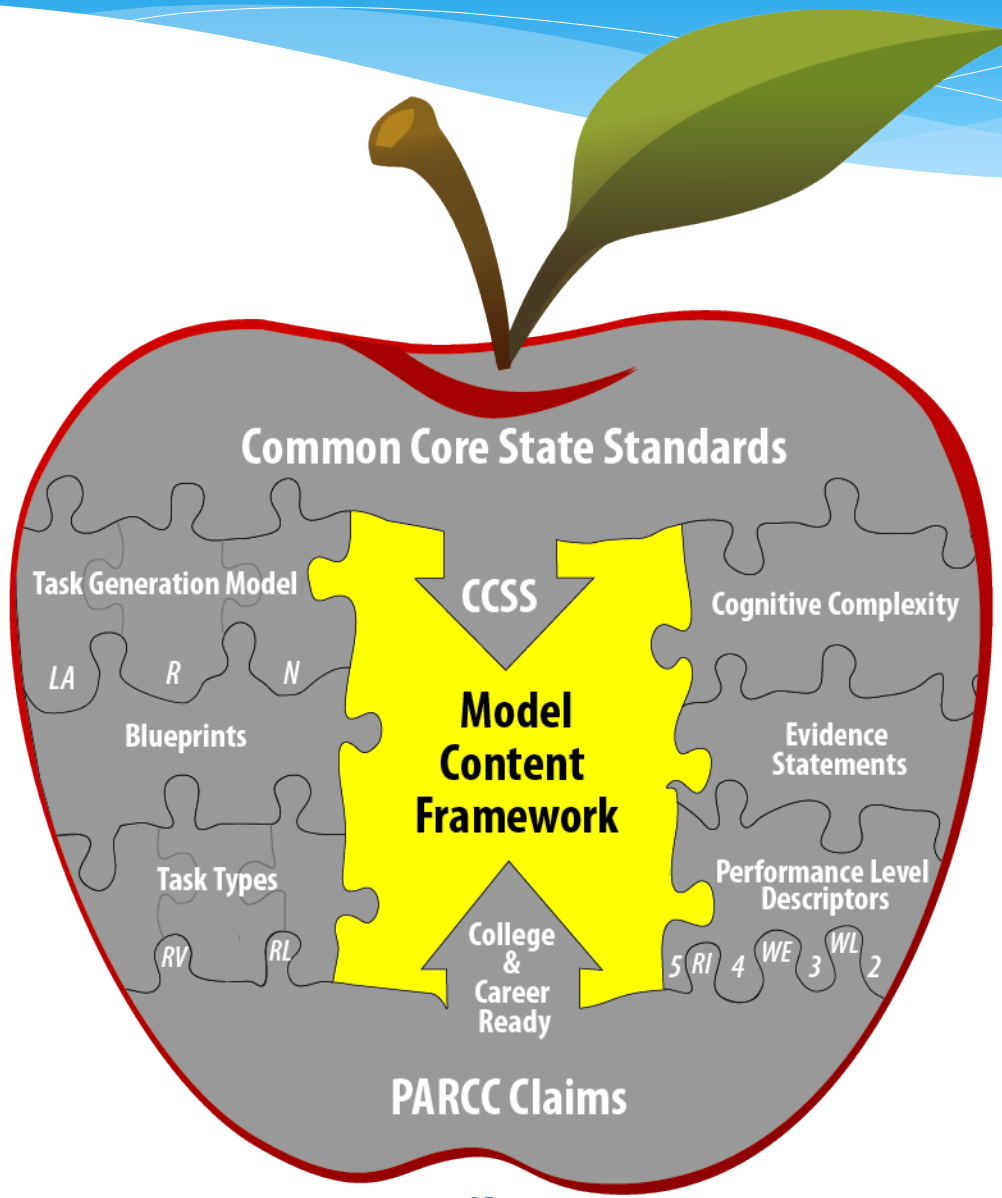
Subclaim:
Literature
comprehension /draw evidence

Subclaim:
Informational
comprehension /draw evidence

Subclaim:
Written Expression
organizational-style matches task, purpose & audience

Subclaim:
Language
Knowledge and Conventions

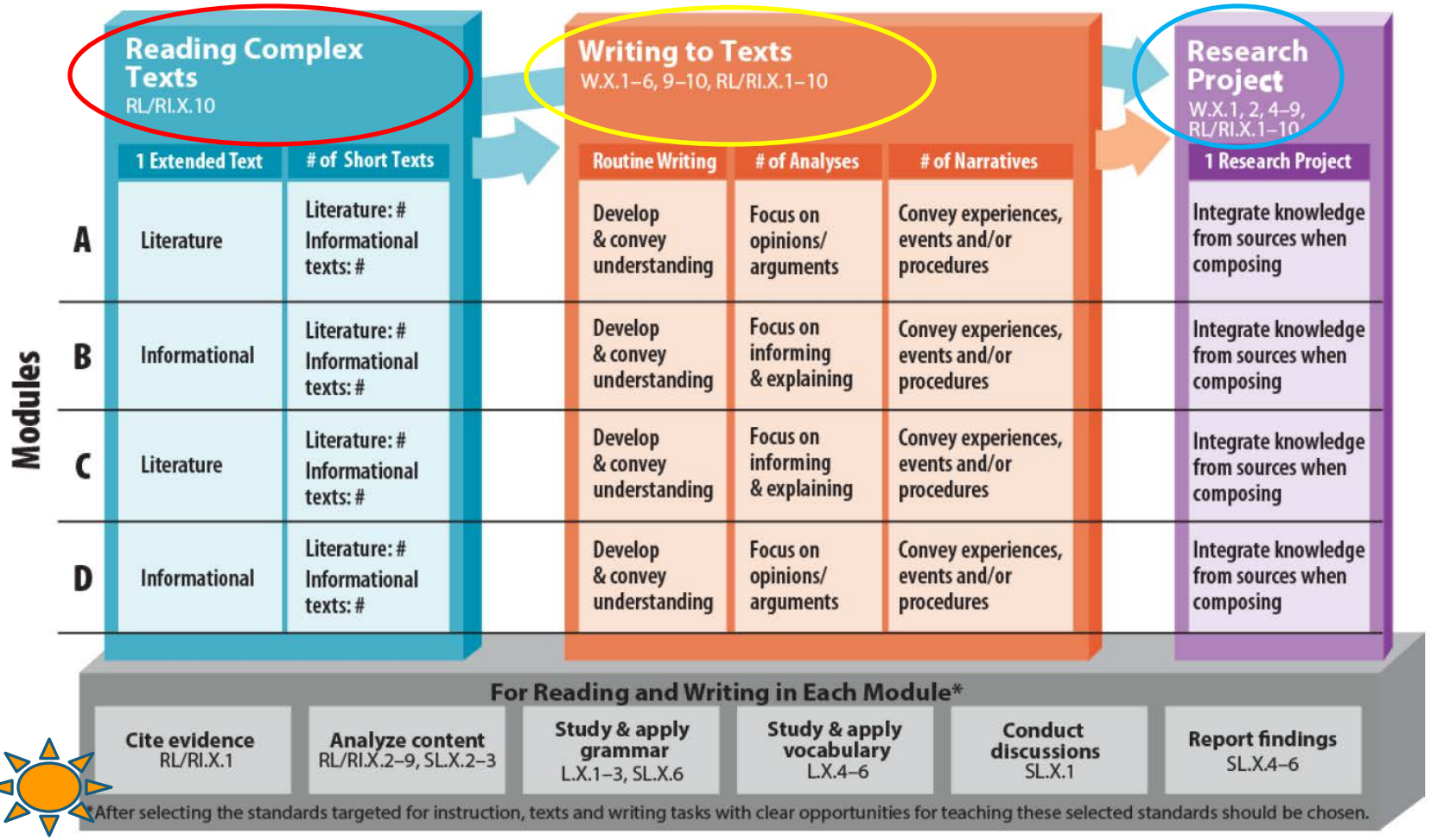
Subclaim:
(Research Task)
integrate, compare and synthesize ideas

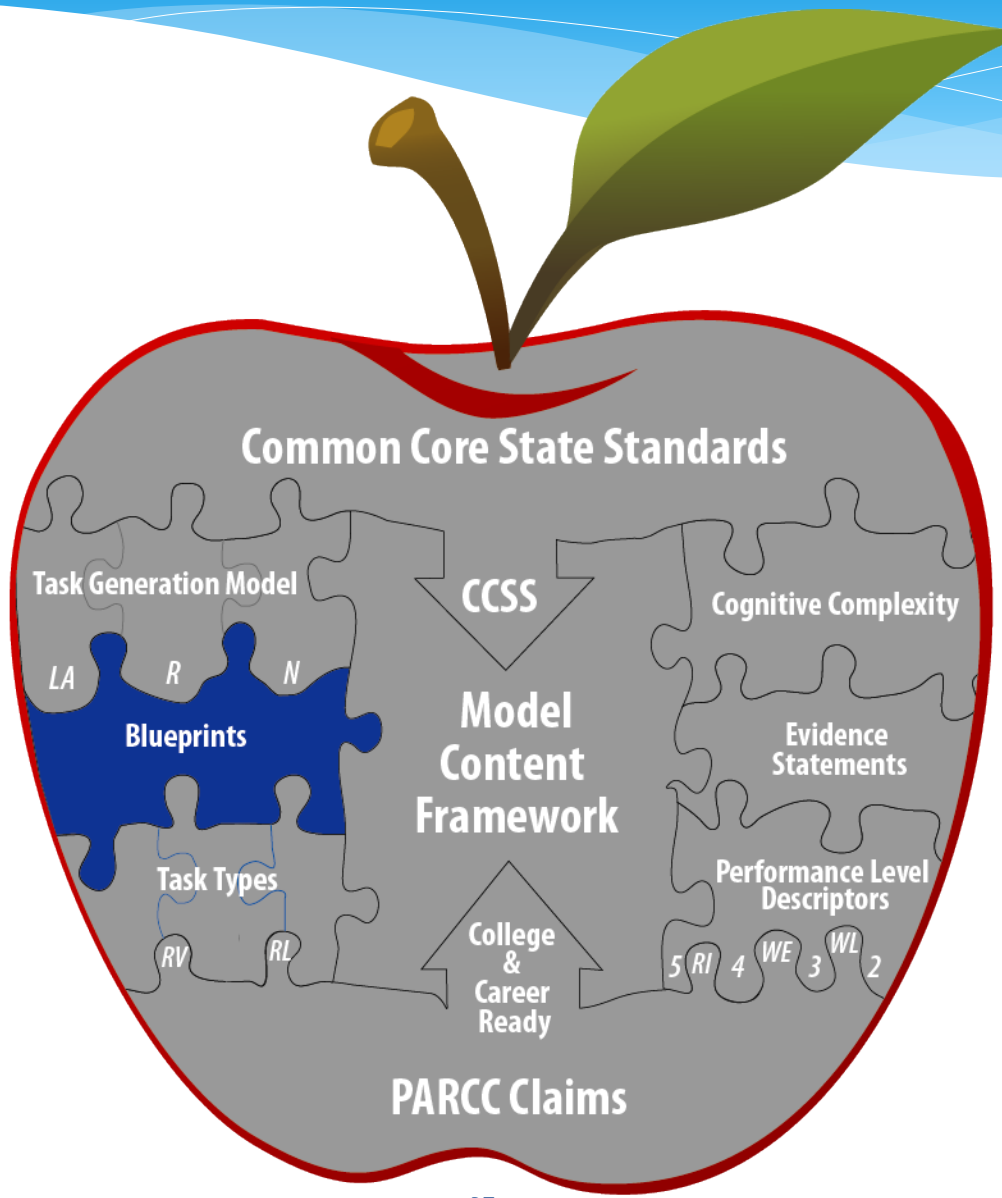

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PARCC Claims

Sample Model Content Framework: ELA

PARCC

Sample Model Content Framework Chart




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Remember the Testing Time…

Appendix A: Estimated Time on Task by Grade and Session

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consecutive days

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Grade		Literary Analysis	Research	Narrative	Session 1	Session 2	Total	Session 1	Session 2	Session 1	Session 2	Total	
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Blueprint: PBA

Grade 8 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	Item Types: # 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	8A1: Differences in point of view of characters RL 1, 2, 3,5,6 8A2: Central idea/lesson of literature RL 1, 2, 3,5 8A3: Effect of dialogue on events. RL 1,2,3,5 8A4: Analysis of themes, patterns of events or character types RL 1,2,3,5,9 8A5: Analysis of a filmed production RL 1,2,3,7	8A1: 6 8A2: 5 8A3: 5 8A4: 6 8A5:1	
		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	8B1: Focus on point of view and purpose RI 1,2,3,,5,6,9 8B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 8B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 8B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 8B5: Use of illustrations and other visuals. RH 1,3,5,6,7,8,9 8B6: Use of illustrations and other visuals. RST 1,3,5,6,7,8,9 8B7: Analysis of argument. RI 1,2,3,5,6,8,9 8B8: Analysis of argument. RH 1,2,3,5,6,8,9 8B9: Analysis of argument. RST 1,2,3,5,6,8,9 8B10: Relationship of ideas. RI 1,2,3,5,6,9 8B11: Relationship of ideas. RH 1,2,3,5,6,9 8B12: Relationship of ideas. RST 1,2,3,5,6,9	8B1: 2 8B2: 2 8B3:2 8B4:2 8B5:2 8B6:2 8B7:1 8B8:2 8B9:2 8B10:2 8B11:2 8B12:2	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		

Blueprint: PBA continued

		Writing Written Expression	0		12	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	8C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 8C2: Narrative description: Any combination of RI standards1, 2,3, 5,7,9	C1: 19C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46Writing 58CCR	NA	19Task Models	

Word Count Guidelines[1]

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range[2] listed for the grade band than to the beginning of the range[3] for that grade band.

[1] Passage Selection Guidelines for Assessing CCSS ELA

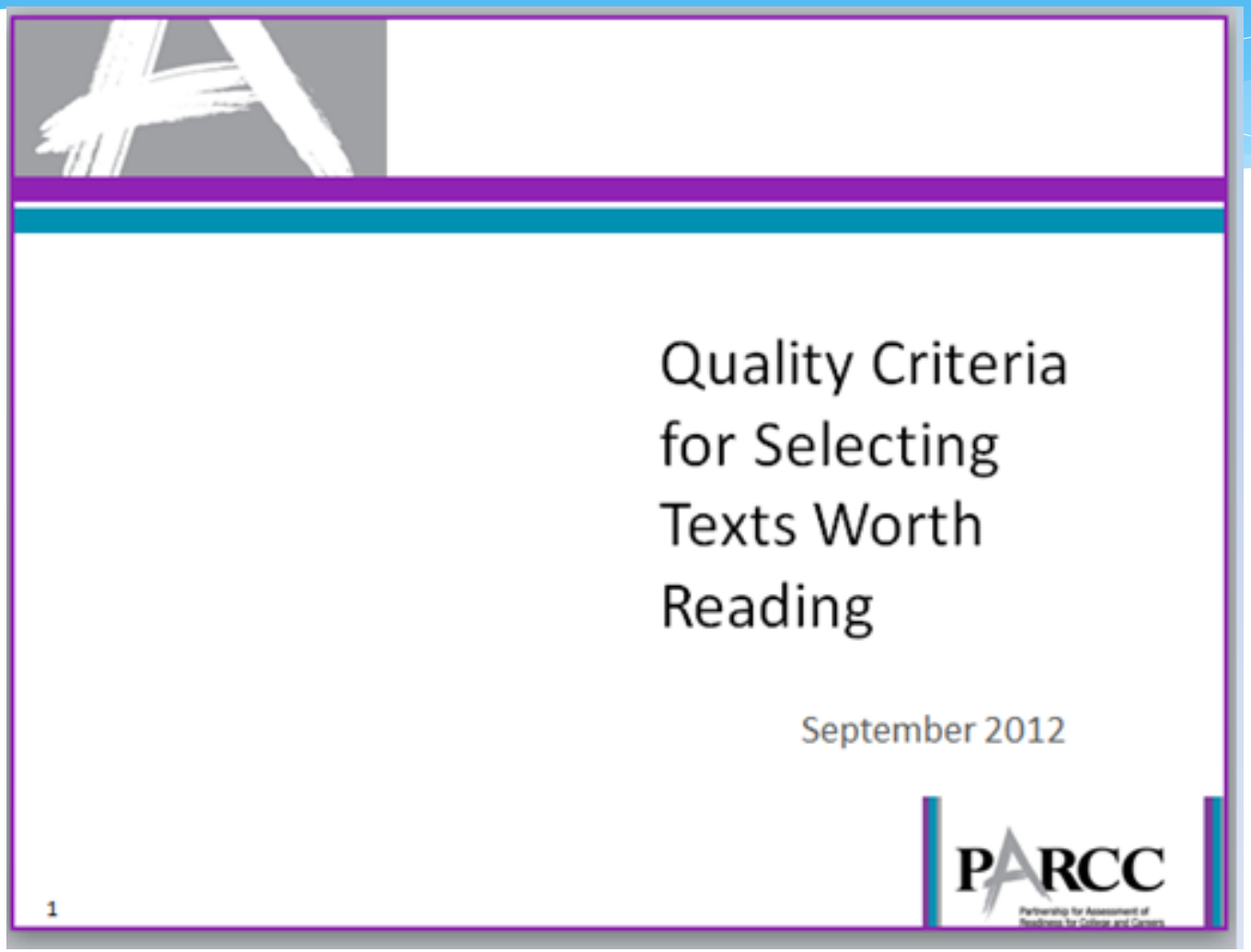
[2] A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

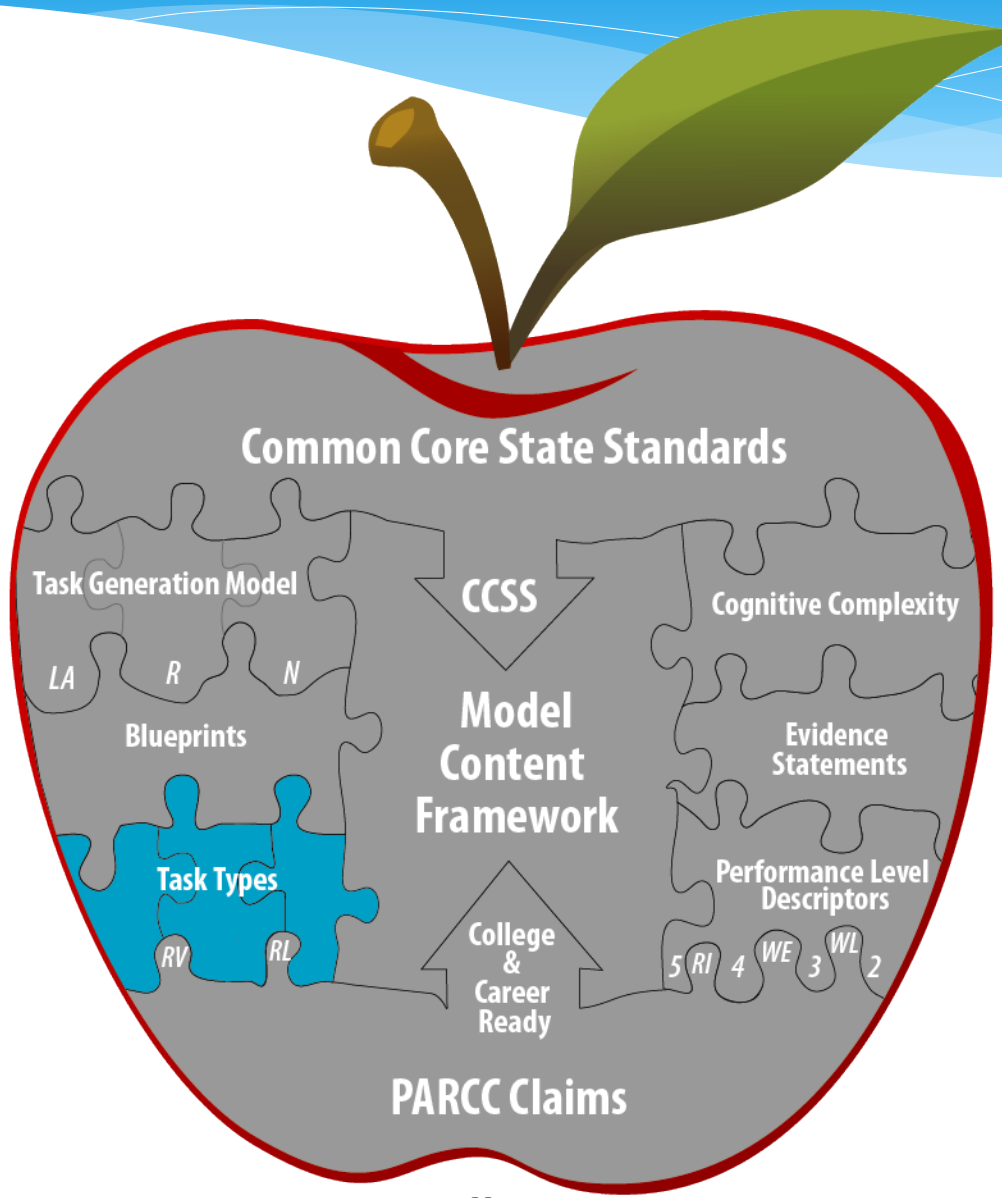
Blueprint: EOY

Grade 8 EOY Form Specifications **09/17/2012**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types # EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 400-600 words	Literary	RL 2,3,6 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	3 (6) 1 (2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts[1]	Literary	RL 2,3,5,6,9 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 400-600 words	Informational 1 that is Literary Nonfiction (RI focused) 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused) 1 that is RI OR RH or RST focused	RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 short/medium text 400-600 words		RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts[1]		RI 2,3,5,6,8,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	26 (52)

PPT Resource



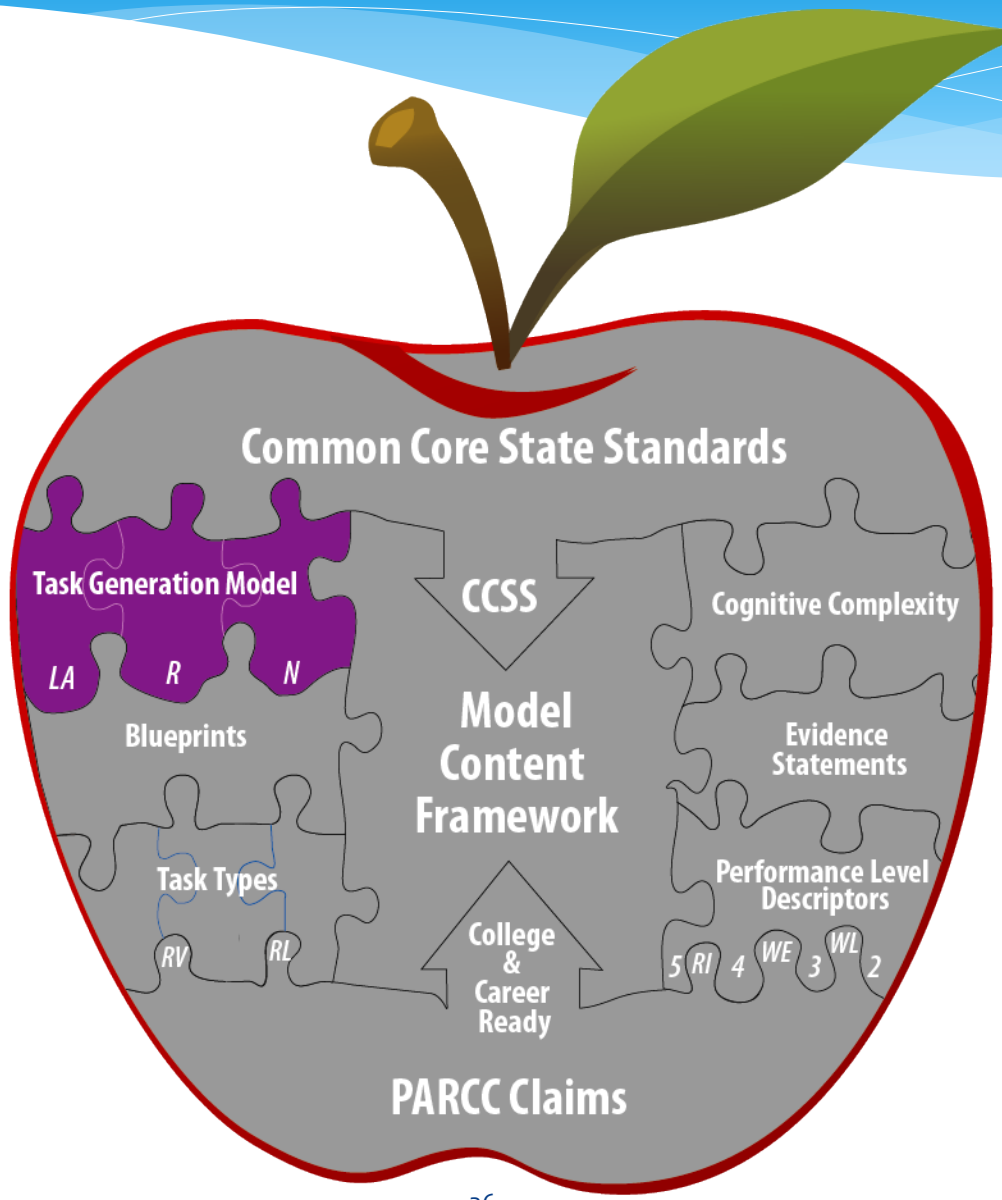

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Task Types

Task Type	Description of the Task Type
Literary Analysis Tasks	• Purpose: to read complex test closely • Asks students to carefully consider literature worthy of close study • Asks students to compose an analytic essay
Research Simulation Tasks	• Purpose: to observe, deduce, properly use and evaluate evidence across text types • Asks students to analyze an informational topic presented through several media • Asks students to compare media with an anchor text that serves as an introduction • Asks students to answer a series of questions about texts using synthesis to write 2 essays
Narrative Writing Tasks	• Purpose: to broaden the way in which students use this type of writing • Asks students to convey experiences or events (real or imaginary) • Asks students to write a story (detail a process, historical account, or account of events)

Task Types

Task Types by Item Specifications	Description
EBSR Reading	• Evidence-Based Selected Response item designed to measure reading PBA, EOY
TECR Reading	• Technology-Enhanced Constructed-Response item designed to measure reading PBA, EOY
PCR	• Prose Constructed-Response item designed to measure writing and reading (except when producing narratives) PBA


Common Core State Standards
Task Generation Model
LA
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Task Generation Model

4 options for ELA Grade 3 Literary Analysis

ELA Task Generation Model 3A.1PBA ← #1

Task Focus: Analysis of the contribution of illustrations

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	• Measures reading literature sub-claim using standards RL1 and RL7 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2 and 3	• 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:	• 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	

Task Generation Model

ELA Task Generation Model 3A.2PBA ← #2

Task Focus: Central Idea/Lesson of literature from diverse cultures

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	• Measures reading literature sub-claim using standards RL1 and RL2 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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 and 3	• 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:	• 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	

Task Generation Model

ELA Task Generation Model 3A.3PBA ← #3

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	• Measures reading literature sub-claim using standards RL1 and RL3 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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	• 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:	• 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	

Task Generation Model

ELA Task Generation Model 3A.4PBA ← #4

Task Focus: Author's study including analysis of illustration

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 Analytic PCR	• Measures reading literature sub-claim using standards RL1 and RL9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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	• 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:	• 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	

Task Generation Model

2 options for ELA Grade 3 Research

ELA Research Task Generation Model 3B1PBA ← #1

Task Focus: Analyzing the relationship between a series of concepts

Task Type	Research	
Grade	3	
Number and type of Texts	1 Extended Informational Text 1 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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 RI 2, 3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information 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:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

Task Generation Model

#2

ELA Research Task Generation Model 3B2PBA

Task Focus: Analyzing the role of illustrations

Task Type	Research	
Grade	3	
Number and type of Texts	1 Extended Informational Text 1 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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 RI 2, 3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information 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:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

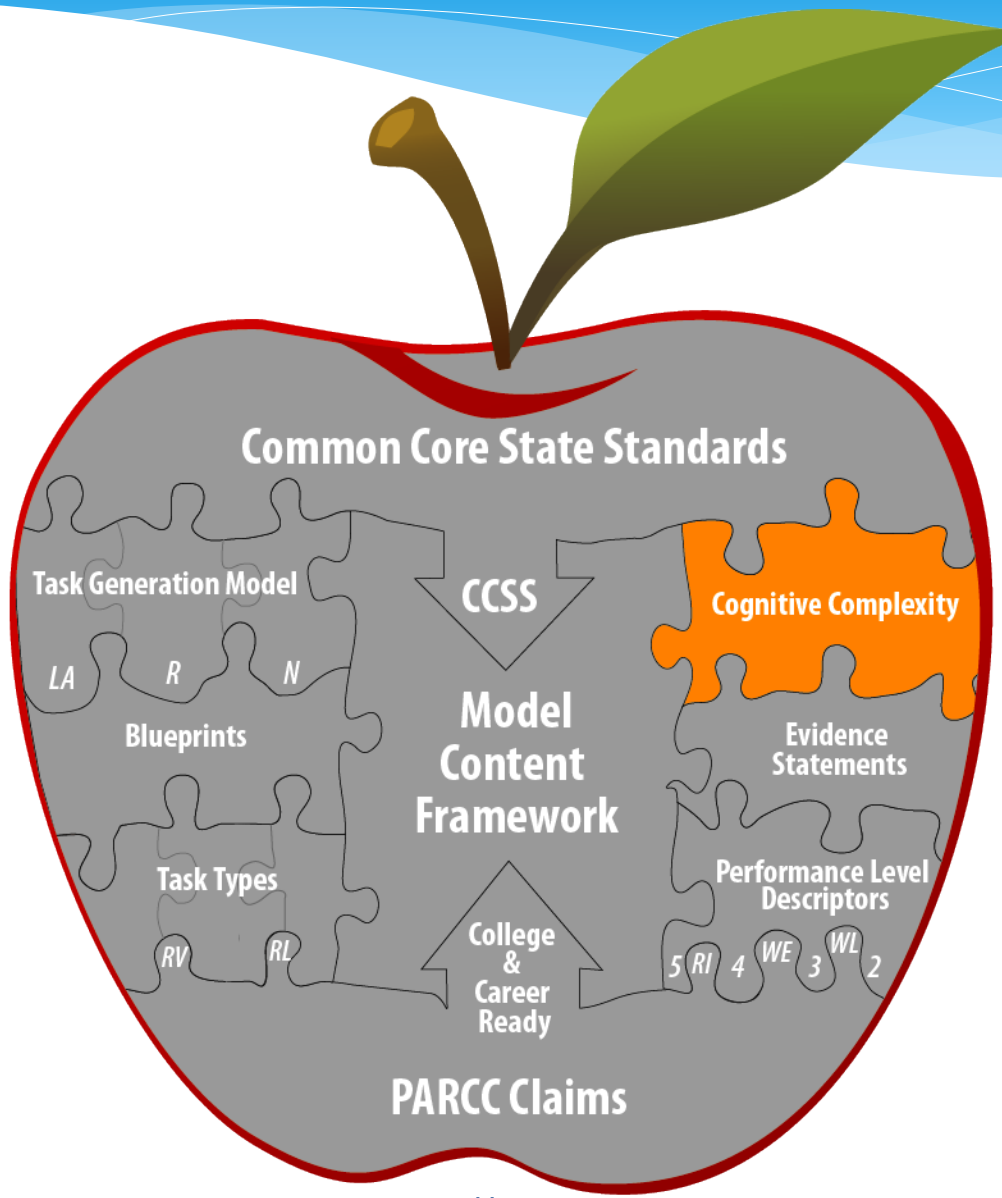
Task Generation Model

All grades have same TGM for NPCR

ELA Task Generation Model for Narrative Type 1PBA

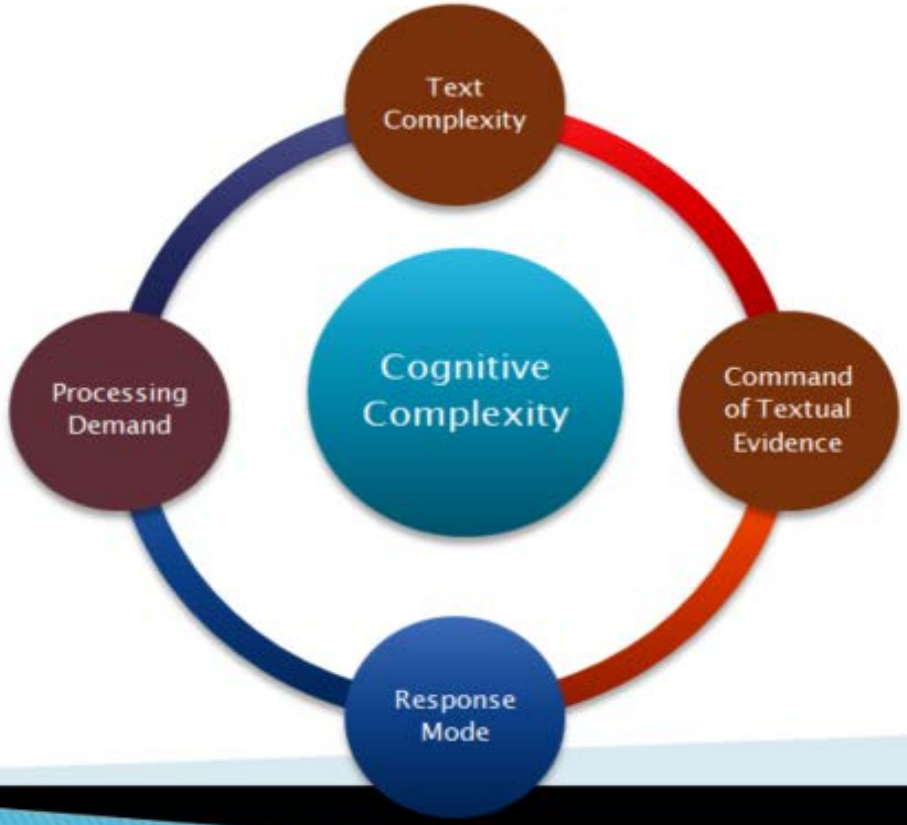
Task Focus: Narrative Story

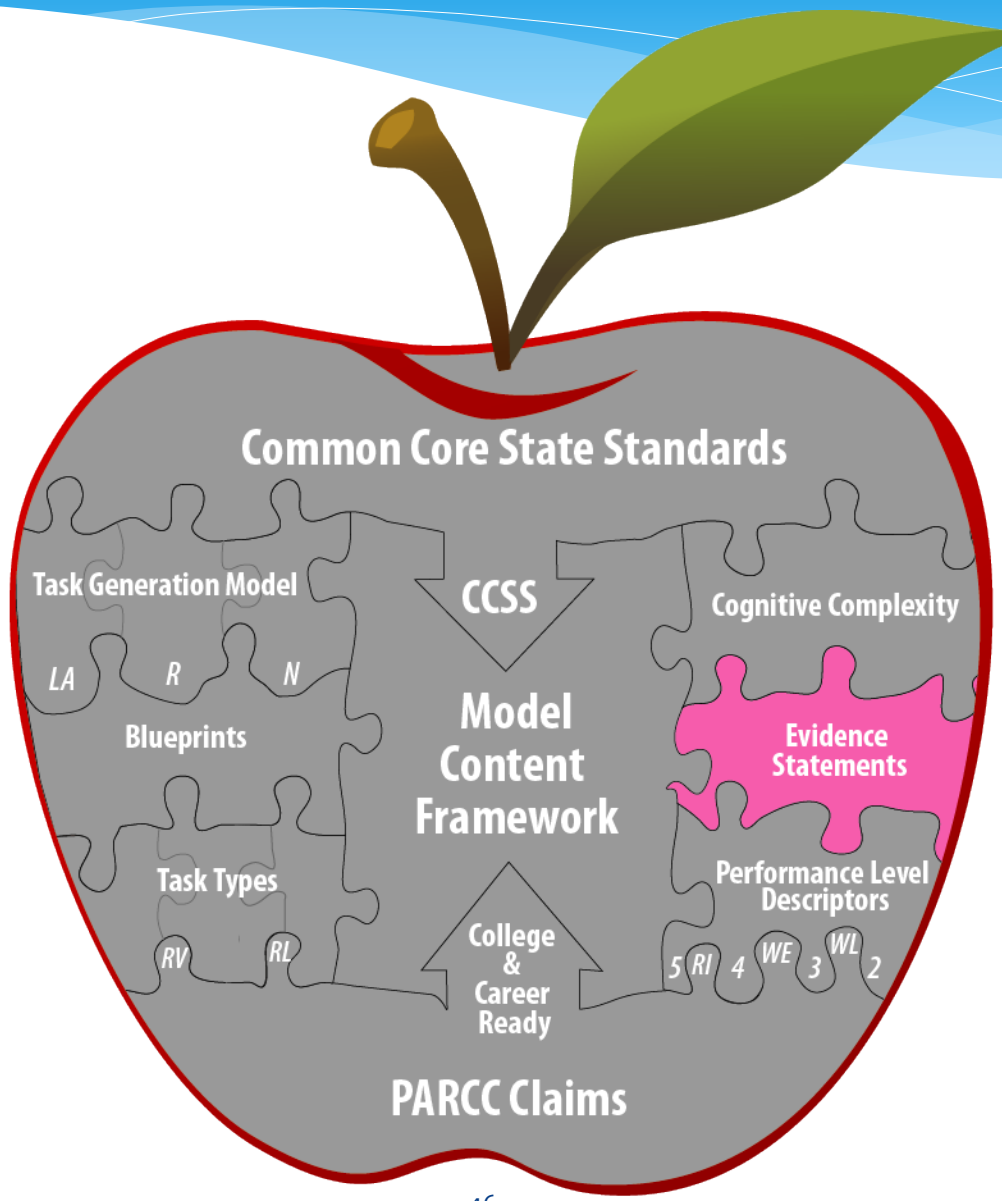
Task Type	Narrative Prose Constructed Response	
Grades 3 - 11	This task model is appropriate for all grades—specific items written to match the grade-level standards/analytic rubric	
Text Type and Number	1 Short Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures all writing claims • Measures master reading claim (no data to be attributed to reading sub-claims)
Standards/Evidences	• Writing standards 3 and 4 • Written Expression: Evidence to be demonstrated is conveyed in the language of the grade-appropriate analytic rubric and the grade-appropriate language of writing standards 1-4. • Conventions and the Knowledge of Language: Evidence to be demonstrated is conveyed in the language of the grade-appropriate analytic rubric and the grade-appropriate language of writing standards 1-3. • Reading standards for RL 1-10—evidences to be chosen from those applicable for the text	
Task Complexity (including stimulus and item complexity)	To be determined[1]	
Number of EBSR/TECR items	5	
Total # of Items for the Task Model:	6 (1 PCR and 5 EBSR or TECR items)	
Order of Student Actions:	• Students read a literary text. • Students answer EBSR or TECR items • Students write a narrative story (PCR)	


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Factors that determine the Cognitive Complexity of PARCC ELA/Literacy Items

1. Text Complexity
2. Command of Textual Evidence
3. Response Mode
4. Processing Demand




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PARCC Claims

Evidence Statements

Grade →
Claim →

Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
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 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/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) • Provides references to details and/or examples in a text when explaining when explaining the basis for the answers. (2)
RL 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.	• Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1) • Provides a statement of the central message, lesson or moral in a text. (2) • Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings. (1) • Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 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.	• Provides references to parts of stories dramas, and poems when writing about a text, using terms such as chapter, scene and stanza.(1) • Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 7: Explain how specific aspects of a	• Provides an explanation of how a specific aspect of a text's illustrations

Standards:
RL –Reading Literary
RI – Reading Information

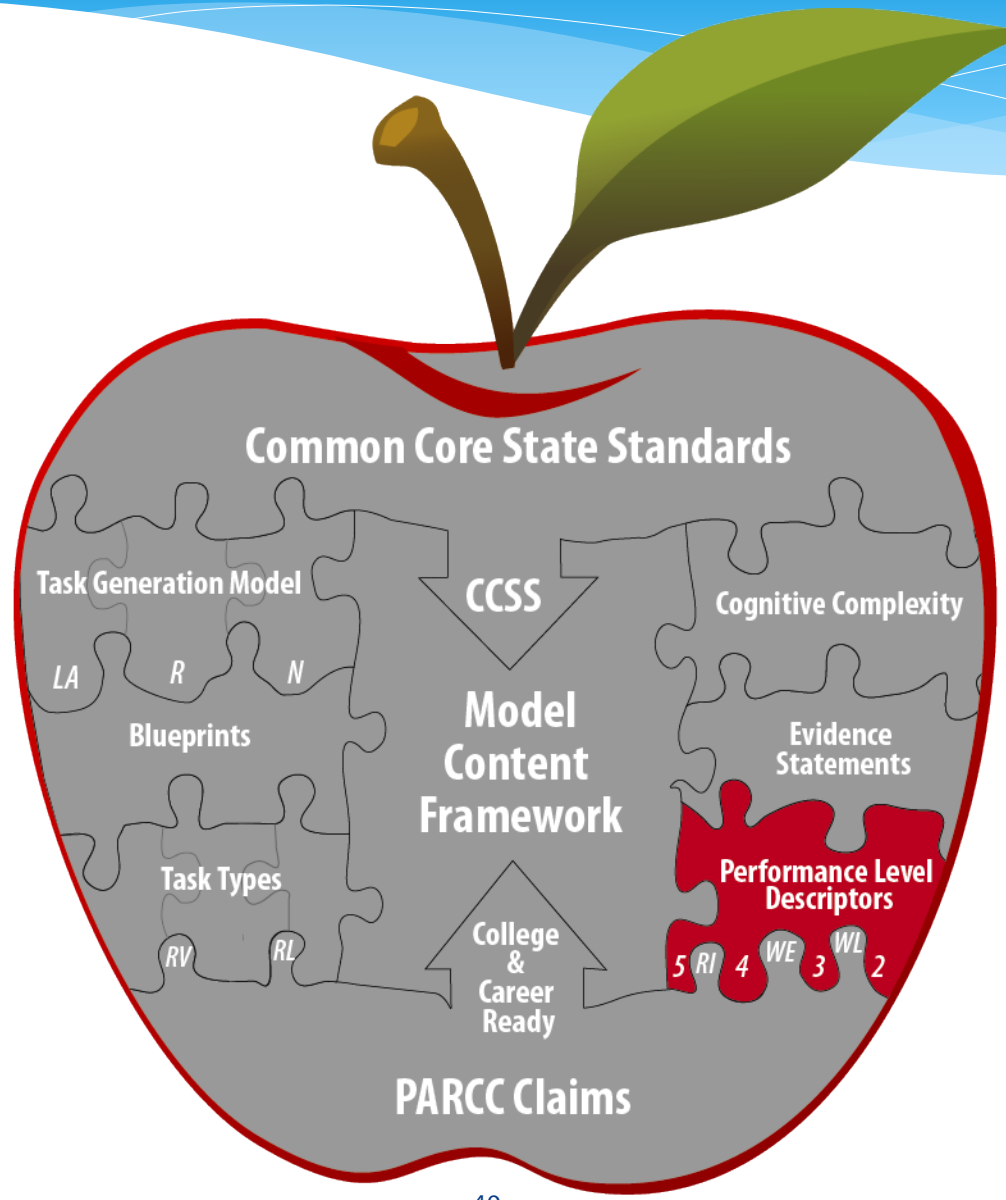
Evidences

Evidence Statements Grades 6 -11

Standards:
In **Grades 6 – 11 Literacy Standards** for **Reading History/Social Studies** and for **Reading Science/Technical** are added

RH – Reading History/Social Studies
RST – Reading Science/Technical

Grade: 6	
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: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RST 1**: Cite specific textual evidence to support analysis of science and technical texts. **RH 1**: Cite specific textual evidence to support analysis of primary and secondary sources.	• For RI 1, provides textual evidence to support analysis of what **the text says explicitly.** (1) • For RI 1, provides textual evidence to support analysis of **inferences drawn from the text.** (2) • For RST and RH, provides textual evidence to support an analysis of **science and/or technical texts and/or historical primary and/or secondary sources**. (3)
RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RST 2**: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **RH 2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	• Provides a statement of the central idea(s) of a text. (1) • For RI 2, provides a statement of how the central idea is conveyed through particular details. (2) • Provides an objective summary of the text distinct from personal opinions or judgments. (3)
RI 3: Analyze in detail how a key individual	• For RI 3, provides detailed analysis of how a key individual


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Performance Level Descriptors

Grade 9 PARCC English Language Arts/Literacy Performance Level Descriptors

Grade 9

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex Moderately Complex Readily Accessible	Accurate Accurate Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
4	Very Complex Moderately Complex Readily Accessible	Generally accurate Mostly Accurate Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
3	Very Complex Moderately Complex Readily Accessible	Generally accurate Generally accurate Mostly Accurate	Explicit and inferential Explicit and inferential Explicit and inferential
2	Very Complex Moderately Complex Readily Accessible	Inaccurate Minimally accurate Generally accurate	Explicit Explicit and inferential Explicit and inferential

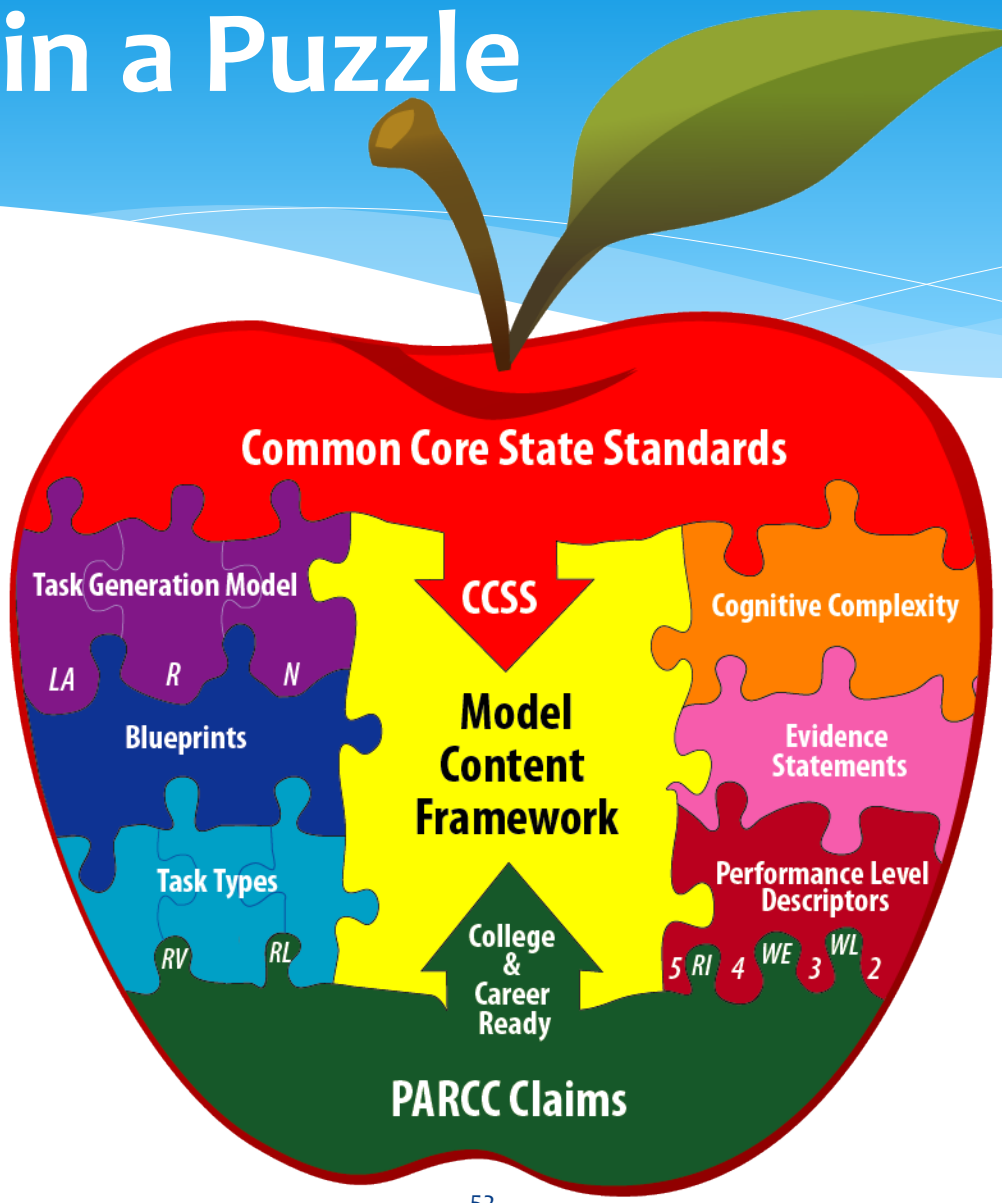
Performance Level Descriptors

Grade 9 PARCC English Language Arts/Literacy Performance Level Descriptors

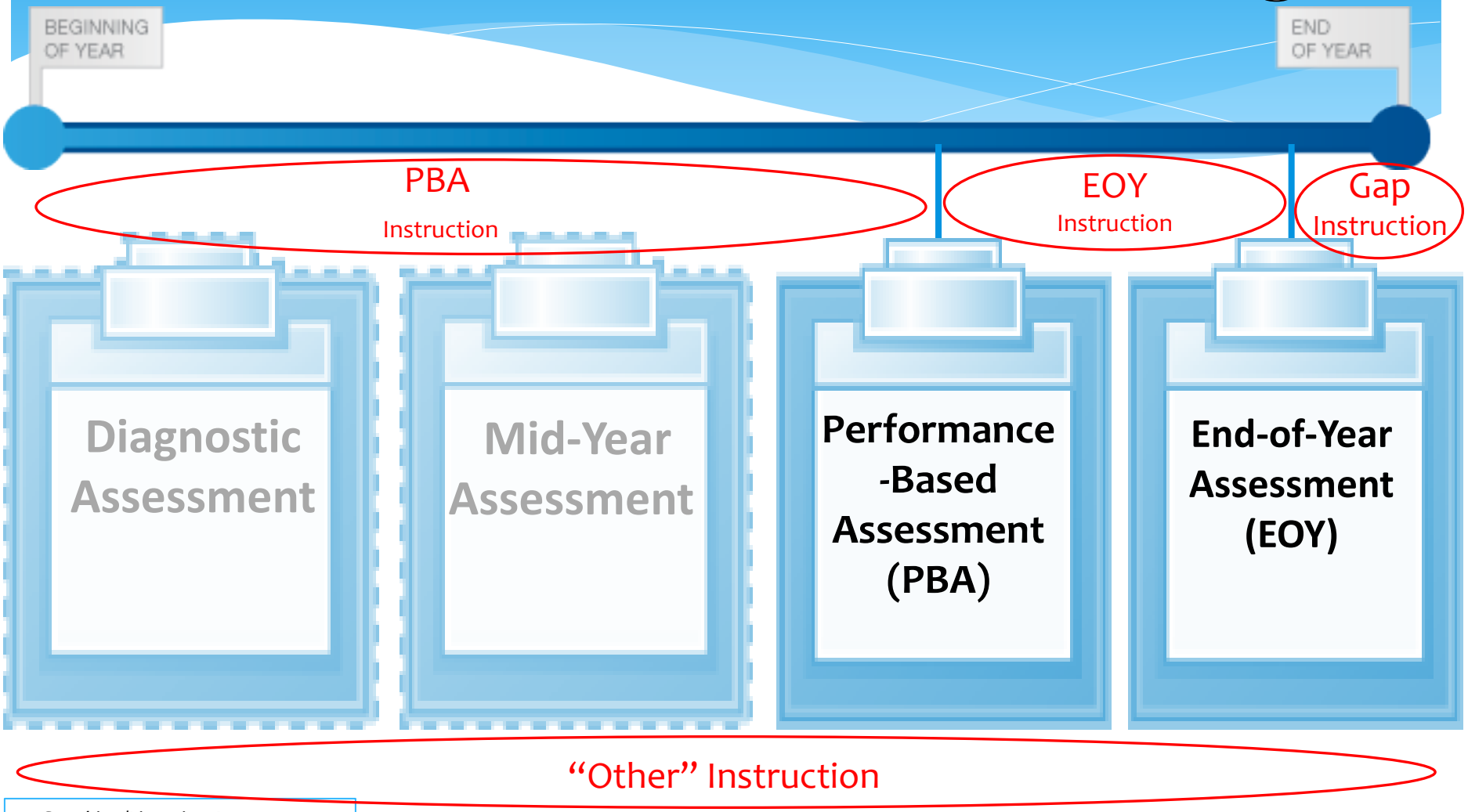
Reading Sub-Claims	**Reading Literature** Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	**Reading Information** Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	**Vocabulary Interpretation and Use** Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

PARCC in a Puzzle



How does our local curriculum, instruction, and assessment change?



Speaking/Listening Assessment

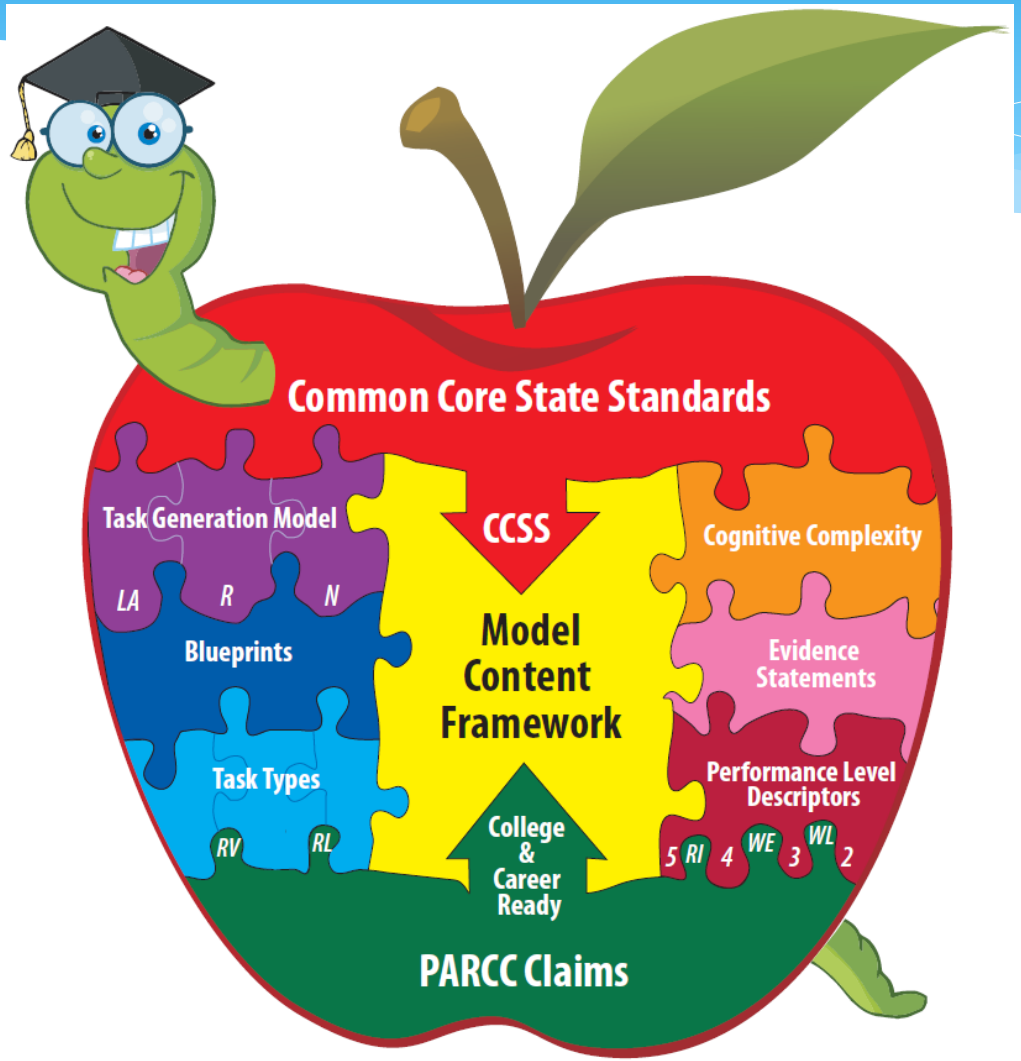
Jigsaw Activity!!!



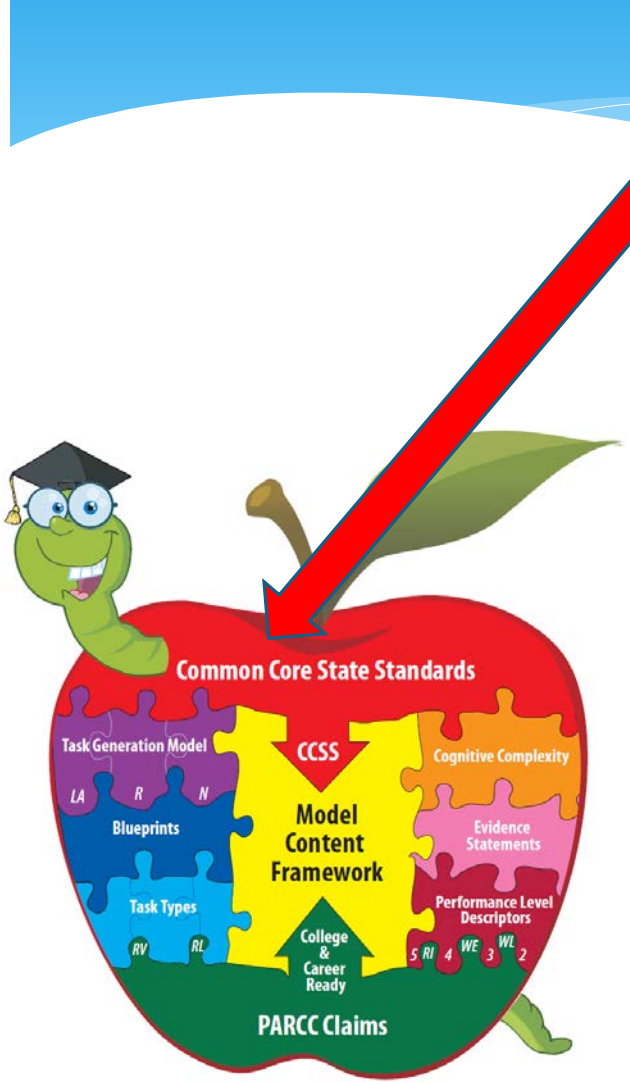
How does all of this affect my work?



Worm the apple!



Pick a standard!



CCSS.ELA-Literacy.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

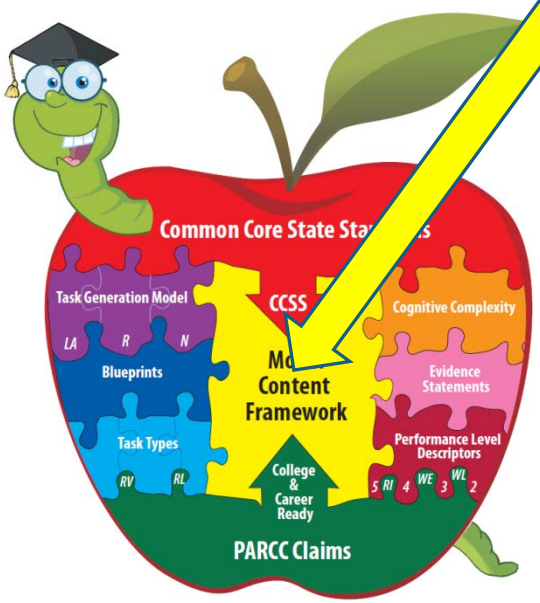
CCSS.ELA-Literacy.W.5.1.a
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1.b
Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

CCSS.ELA-Literacy.W.5.1.d
Provide a concluding statement or section related to the opinion presented.

Find it on the Model Content Framework



PARCC

Sample Model Content Framework Chart

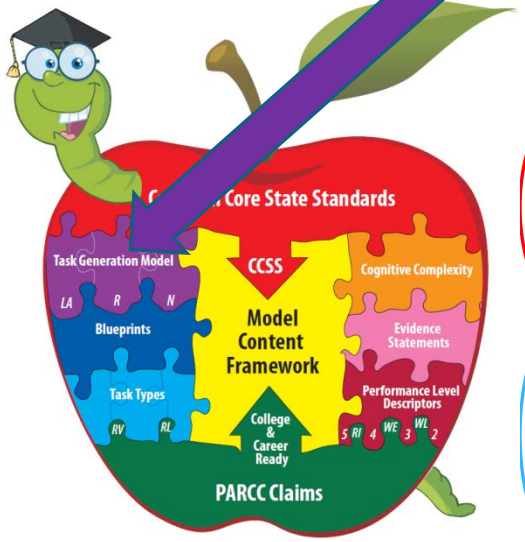
Modules	Reading Complex Texts RL/RI.X.10		Writing to Texts W.X.1–10, RL/RI.X.1–10			Research Project W.X.1, 2, 4–9, RL/RI.X.1–10
	1 Extended Text	# of Short Texts	Routine W...	# of Analyses	# of Narratives	1 Research Project
A	Literature	Literature: # Informational texts: #	Develop & convey understanding	...us on ...s/ ...ents	Convey experiences, e... ...s and/or p... ...dures	Integrate knowledge from sources when composing
B	Informational	Literature: # Informational texts: #	Develop & convey understanding	Focus on informing & explaining	C... ...y experiences, e... ...s and/or p... ...dures	Integrate knowledge from sources when composing
C	Literature	Literature: # Informational texts: #	Develop & convey understanding	Focus on informing & explaining	C... ...y experiences, e... ...s and/or p... ...dures	Integrate knowledge from sources when composing
D	Informational	Literature: # Informational texts: #	Develop & convey understanding	Focus on opinions/ arguments	C... ...y experiences, e... ...s and/or p... ...dures	Integrate knowledge from sources when composing

For Reading and Writing in Each Module*

Cite evidence	Analyze content	Study & apply grammar	Study & apply vocabulary	Conduct discussions	Report findings
RL/RI.X.1	RL/RI.X.2–9, SL.X.2–3	L.X.1–3, SL.X.6	L.X.4–6	SL.X.1	SL.X.4–6

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

Find it in the Task Generation Model: PBA

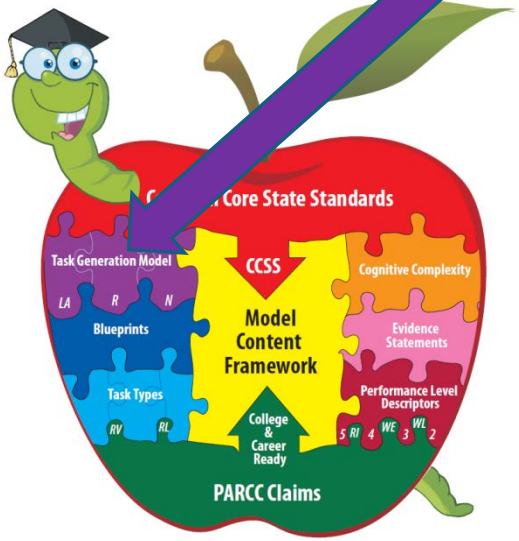


Grade 5 Common Form Specifications (PBA):

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	Item Types: # 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	3	5A1: Influence of narrator's or speaker's point of view. RL 1, 2, 3,5,6 5A2: Central idea/lesson of literature. RL 1, 2, 3,5 5A3: Comparison of character(s), setting(s), or event(s). RL 1,2,3,5 5A4: Comparing themes and topics. RL 1,2,3,5,9 5A5: Analysis of visual and multimedia elements RL 1,2,3,7	5A1: 6 5A2: 5 5A3:5 5A4: 6 5A%:1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		9	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	3	5B1: Analyzing the relationship between a series of concepts. RI 1,2,3,,5,6,8,9 5B2: Analyzing the role of illustrations. RI 1,2,3,,5,6,7,8,9	5B1: 12 5B2: 11	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		9	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		

[1]NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

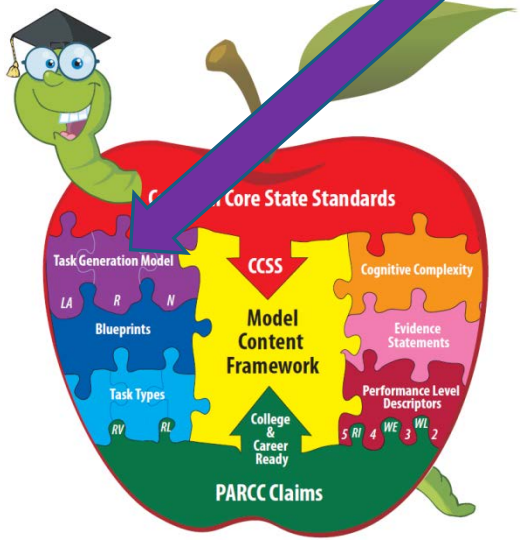
Continued…



C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1		5C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 5C2: Narrative description: Any combination of RI standards 1,2,3, 5,7,9	C1:19 C2:4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		9	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	9Reading 39 Writing 48CCR	NA	9 Task Models	

Find it in the Task Generation Model: EOY

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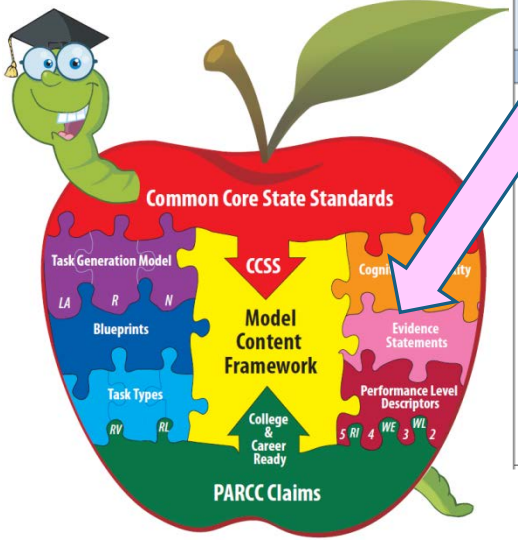


Grade 5 EOY Form Specifications

09/17/2012

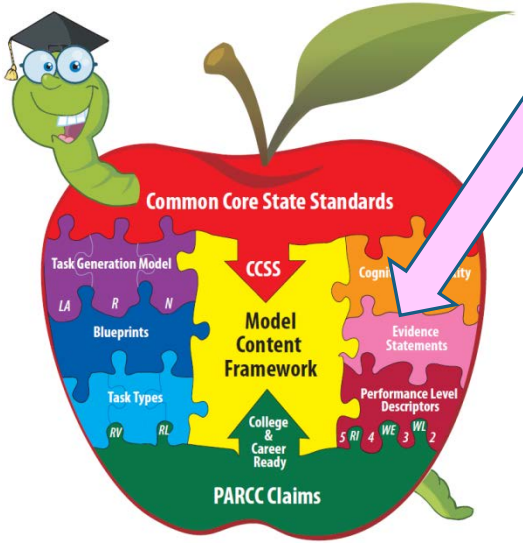
	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types # EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2,3,5,6 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long length text 400-800 words *may be substituted with two paired texts[1]	Literary	RL 2,3,9 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	7 (14) 1 (2)
	1 short/medium text 200-400 words	Informational	RI 2,3,5 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 400-800 words *may be substituted with two paired texts[1]	Informational	RI 2,3,5,6,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	7 (14) 1 (2)
Totals			NA	NA	26 (52)

Determine the Evidence



Grade: 5		
Claim: W[illegible]g: Students write effectively when using and/or an[illegible]g sources.		
Items[illegible]igned to measure this claim may address the standards and[illegible]ences listed below and the writing standards for [illegible]acy in History/Social Studies, Science, and Technical Subjects 6[illegible]		
S[illegible]ards:		Evidences:
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	**Written Expression:** **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements[1] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.

Continued…



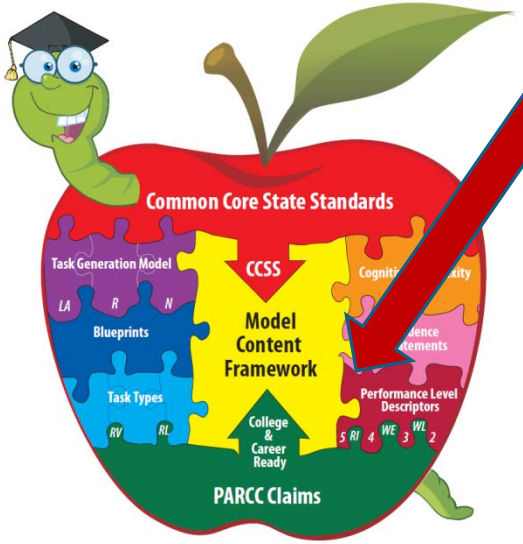
Clarity of Language

- The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.

Knowledge of Language and Conventions

- The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.

Determine the Performance Level Descriptor

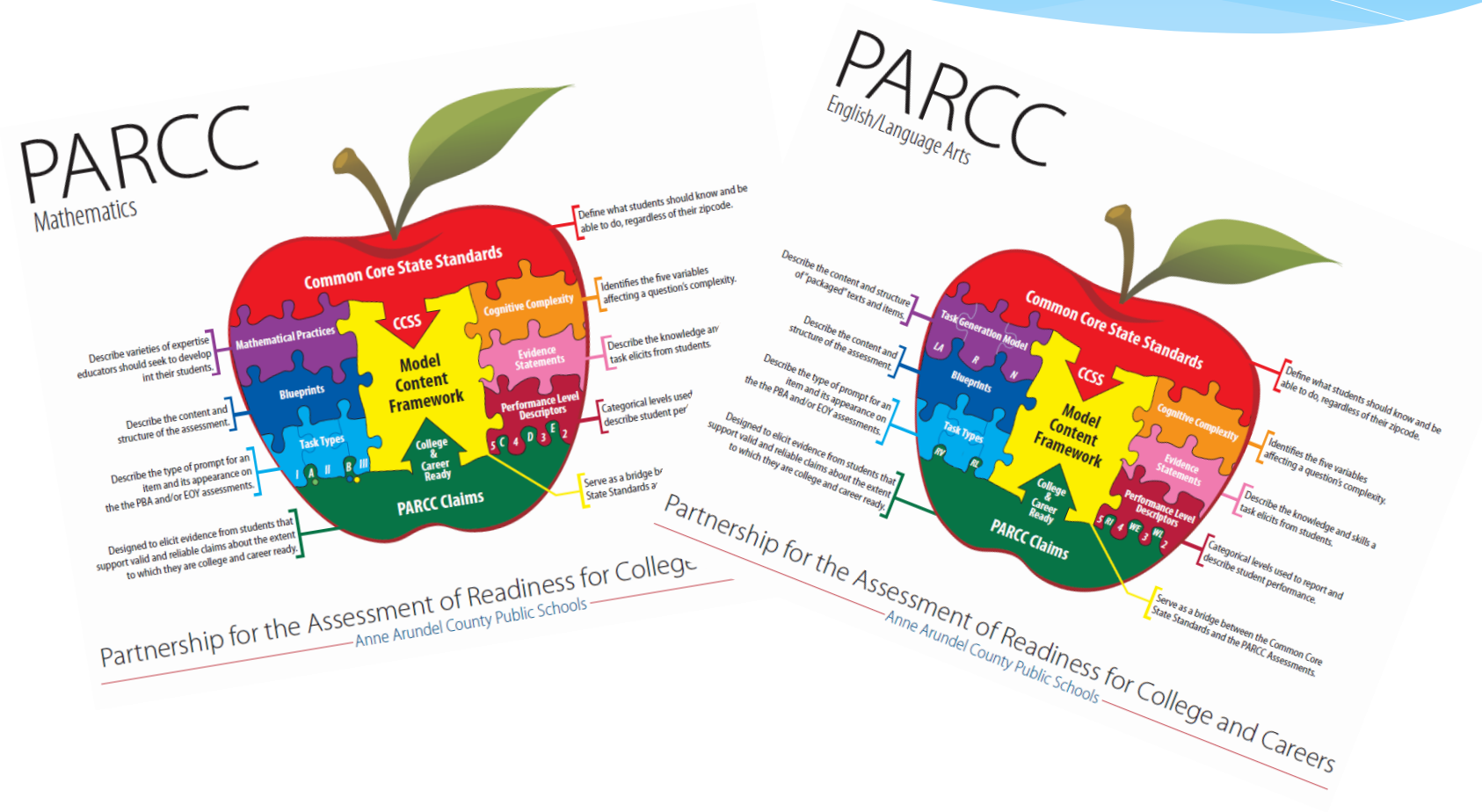


Grade 5 PARCC English Language Arts/Literacy Performance Level Descriptors

Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
ENCES: Students are expected to produce responses that demonstrate the skills and content listed in the ence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students address the prompts and consistently provide effective and comprehensive development of ideas, including when drawing evidence from multiple sources, while demonstrating purposeful and controlled organization. The student: • Provides effective and comprehensive development of the topic and/or narrative elements, using clear reasoning, details, and/or description. • Develops topic and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. • Uses language well to attend to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization. The student: • Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description. • Develops topic and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion. • Attends to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide adequate development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating mostly purposeful and controlled organization. The student: • Develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description. • Develops topic and/or narrative elements in manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and cohesion and may or may not include an introduction and/or conclusion. • Demonstrates limited awareness of the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide partial development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is not controlled. The student: • Lacks development of the topic and/or narrative elements and, therefore, is inappropriate to the task, purpose, and/or audience • Demonstrates a lack of coherence, clarity, and cohesion. • Demonstrates little to no awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.

Assessment:
Describe your favorite piece of the apple and how it will change your instruction.



Thank you!!!