

# *Partnership for Assessment of Readiness for College and Careers (PARCC): ELA/Literacy Assessment*

Lynn Vásquez

PARCC Program Manager

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# Fall 2012 Release of 26 Item & Task Prototypes:

[www.parcconline.org](http://www.parcconline.org)

Grade 4

Grade 6

Grade 7

High School

SAMPLES - ELA/LITERACY

Grade 3

Grade 6

Grade 7





Grade 10

GENERIC RUBRICS (DRAFT) - ELA/LITERACY


Grade 3

Grades 4-5

Grades 6-11

## Grade 10 EBSR from Literary Analysis Task (Vocabulary)

 [Printer-friendly version](#) [PDF version](#)

### SAMPLE ITEM

#### Part A

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

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

a. arrogance

b. fear

c. heroism

d. enthusiasm

#### Part B

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

a. proud

b. success

c. foolish

d. soar

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# *The PARCC Assessment of ELA/Literacy*

# PARCC Assessment Focus

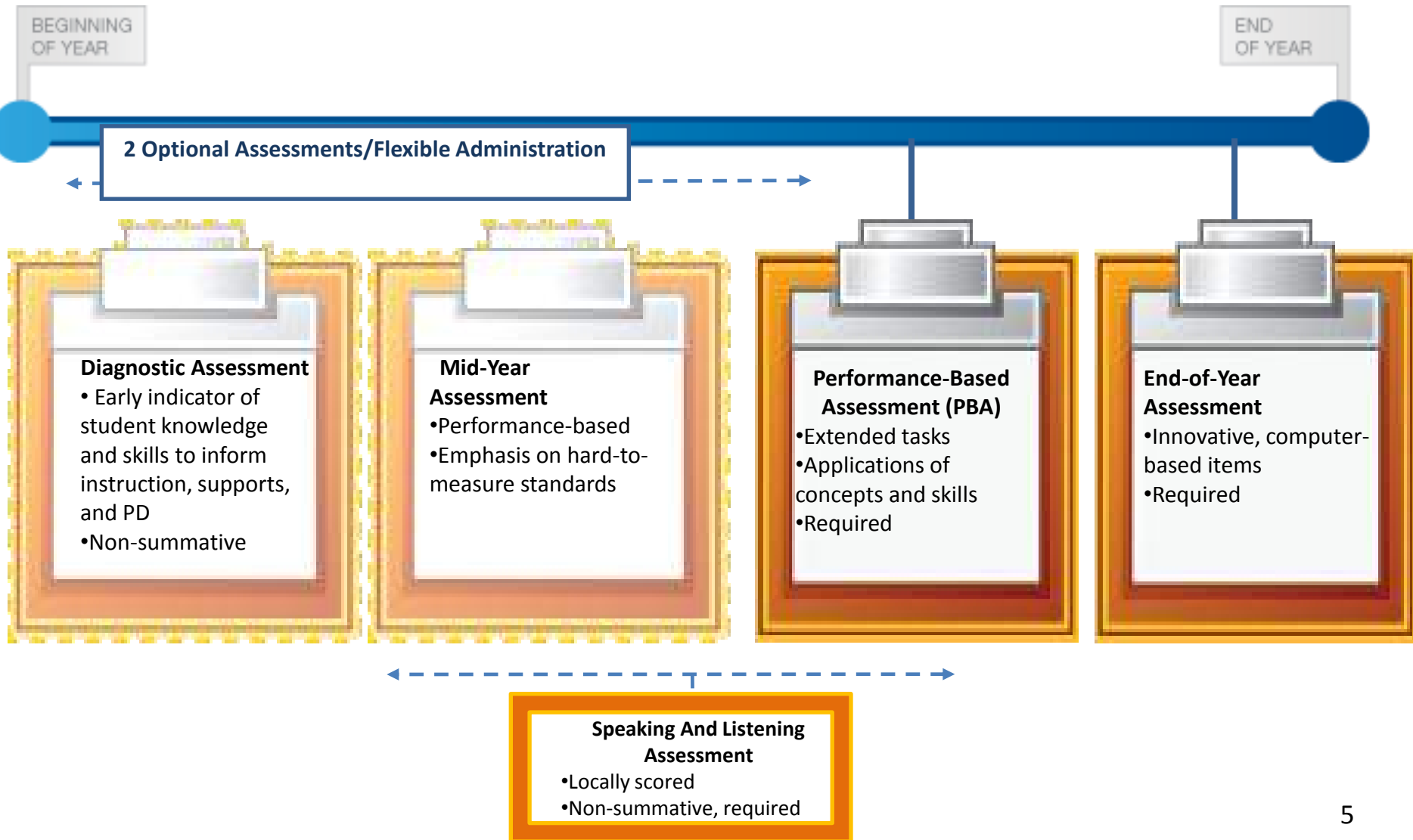
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The PARCC Assessment System will assess:

- Writing
- Reading
- Mathematics

# The PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11



# PARCC Summative Administration

Summative	PBA	End of Year
Days to Test:	10 day window 75% into SY	10 day window 90% into SY
ELA /Literacy Sessions Per Student:	3 sessions ELA/Literacy	2 sessions ELA/Literacy
Math Sessions Per Student:	2 sessions Math	2 sessions Math
Total Sessions Per Student:	5 Sessions	4 Sessions

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# *PARCC Student Reporting of ELA/Literacy*

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Reading  
Literature  
RL.X.1-10

Reading  
Informational  
Text  
RI.X.1-10 and  
Reading  
Literacy  
Standards

Vocabulary  
Interpretation  
and Use  
RL/RI.X.4 and  
L.X. 4-6

Students write effectively when using and/or analyzing sources.

Written  
Expression  
W.X.1-10 and  
Disciplinary  
Writing  
Standards

Conventions  
and  
Knowledge  
of Language  
L.X.1.-3

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



# College-and Career-Ready Determination Policy

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*PARCC will have 5 achievement levels or Performance Level Descriptors (PLDs). In order to earn and maintain a College- and Career-Ready Determination in mathematics and ELA/Literacy, a student will need to achieve at least the threshold score for Level 4.*

## **PARCC Policy Level PLDs**

- *Level 5 “Distinguished Command”*
- *Level 4 “Strong Command”*
- *Level 3 “Moderate Command”*
- *Level 2 “Partial Command”*
- *Level 1 “Minimal Command”*

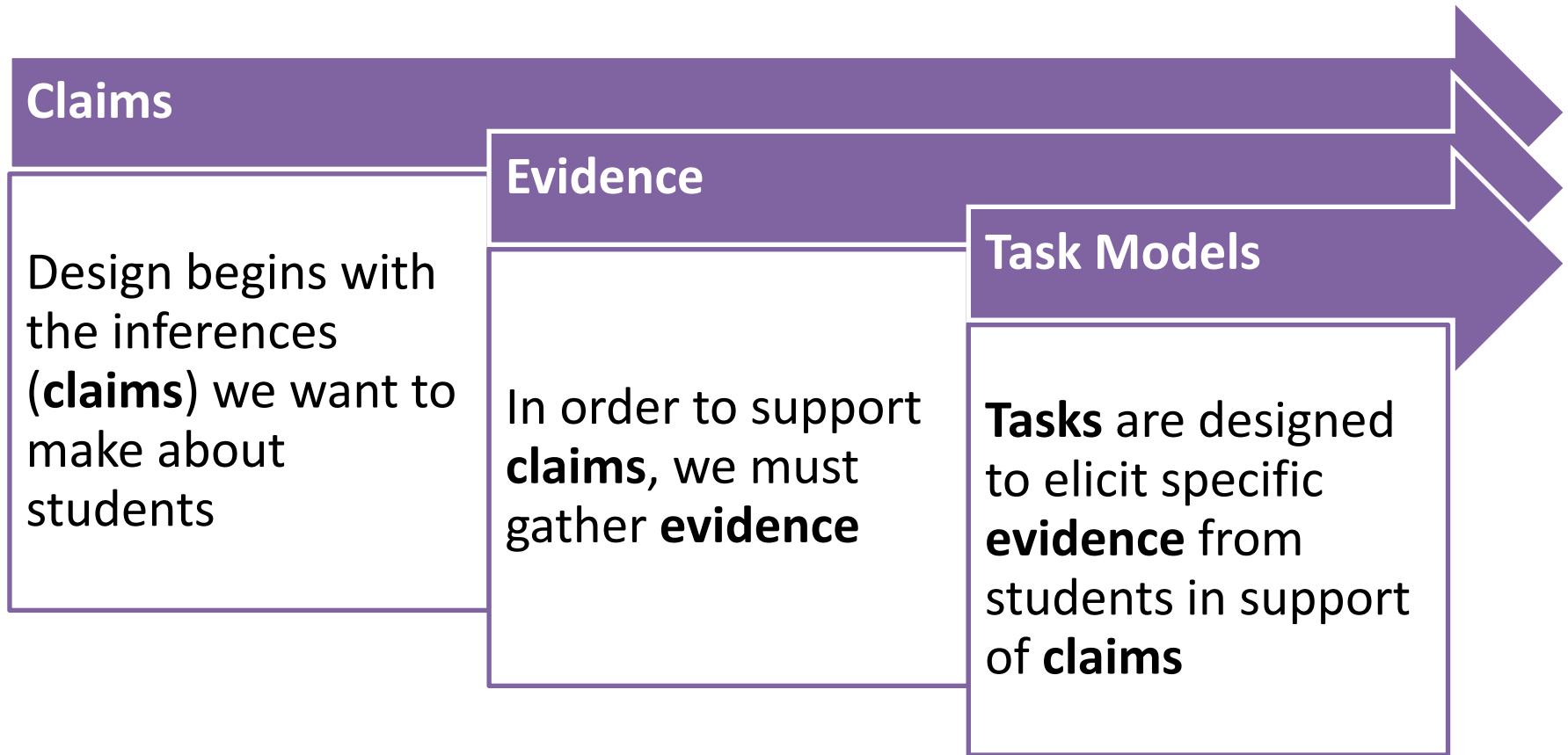
## **Current SBA PLDs**

*Advanced*  
*Proficient*  
*Nearing Proficiency*  
*Beginning Step*

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# *The PARCC Assessment of ELA/Literacy*

# Evidence-Centered Design (ECD) and PARCC



ECD is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year-to-year results, and **increase efficiencies/reduce costs**.

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of Language  
L.X.1.-3

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# Woven Throughout the ELA/Literacy Assessment

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Two standards are always in play—whether they be reading or writing items, selected-response or constructed-response items on any one of the four components of PARCC. They are:

- ✓ Reading Standard One (Use of Evidence)
- ✓ Reading Standard Ten (Complex Texts)

# ELA/Literacy Assessment Design

Home

## Grade 7 - ELA/Literacy

### Grade 7 Summative Assessment

PERFORMANCE-BASED COMPONENT		
LITERARY ANALYSIS TASK	NARRATIVE TASK	RESEARCH SIMULATION TASK
<p>The Literature Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</p>	<p>The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.</p>	<p>The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college-readiness skills of observation, deduction, and proper use and evaluation of evidence across text types.</p> <p>In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write two analytic essays.</p> <ul style="list-style-type: none"><li>• <a href="#">Grade 7 Prose Constructed Response from Research Simulation Task (Summary)</a></li><li>• <a href="#">Grade 7 TECR from Research Simulation Task</a></li><li>• <a href="#">Grade 7 Prose Constructed Response from Research Simulation Task (Analytical Essay)</a></li></ul>

**END-OF-YEAR ASSESSMENT**

On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.

## •The Performance Based Assessment consist of 3 Tasks

- Narrative
- Literary
- Research Simulation

## •Within the entire assessment, there are 3 items types:

1. Evidenced Based Selected Response (**EBSR**)
2. Technology-Enhanced Constructed Response (**TECR**)
3. Prose Constructed Responses (**PCR**)

# Word Count Guidelines

Grade Band	Min/Max Passage Length for Literary and Informational Text/Literary Non-Fiction
3-5	200-800 words
6-8	400-1,000 words
9-11	500-1,500 words

# Evidenced-Based Selected Response (EBSR)

The screenshot shows the PARCC website interface. At the top, there is a navigation bar with links for 'About PARCC', 'The PARCC Assessment', 'Implementation', and 'In the Classroom'. Below this, a purple banner reads 'Grade 3 EBSR from End Of Year Assessment'. The main content area is titled 'SAMPLE ITEM' and includes the instruction 'Read all parts of the question before responding'. It features two columns of questions, 'Part A' and 'Part B', each with four multiple-choice options. Below the questions is a 'Passage' section with text from 'SCOTT FORESMAN SCIENCE: HOW ANIMALS LIVE' by Lisa Oram. The page also includes a sidebar with 'MATHICS' and 'LITERACY' categories and a search bar at the top right.

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Readiness for College and Careers

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About PARCC The PARCC Assessment Implementation In the Classroom

Home · Grade 3 ·

Grade 3 EBSR from End Of Year Assessment

SAMPLE ITEM

Read all parts of the question before responding

**Part A**

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

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

b. Animals need water to live.

c. There are many ways to sort different animals.

d. Animals begin their life cycles in different forms.

**Part B**

Which detail from the article best supports your answer to Part A?

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

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

c. "Worms are invertebrates."

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

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

**Passage**

From SCOTT FORESMAN SCIENCE: HOW ANIMALS LIVE by Lisa Oram Copyright © 2006 Pearson Education, Inc., or its affiliates.

PARCC is committed to using authentic texts. Permissions are pending for the texts associated with this item.

For More Item Specific Information

- Student will get a selected response question with a Part A
- Part B will have them identify how they got to Part A
- 75% of items will be comprised of EBSR
- Appears in PBA & EOY



# Technology Enhanced Constructed Response (TECR)

Partnership for Assessment of Readiness for College and Careers

Search

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Home · Grade 6 ·

## Grade 6 TECR from Narrative Writing Task

SAMPLE ITEM

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

- reckless
- lively
- imaginative
- observant
- impatient
- confident

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

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

**Passage**  
George, Jean C. Julie of the Wolves. New York: Harper and Row, 1972. Print.  
PARCC is committed to using authentic texts. Permissions are pending for the texts associated with this item.

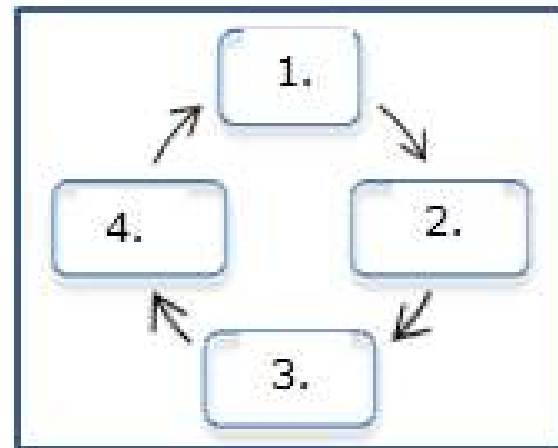
**For More Item Specific Information**  
[GR 6 PARCC ELA Item 3.pdf](#)

- A machine scorable item
- Not just a selected response; rather it may involve:
  - drop/drag
  - cut/paste
- Appears on PBA & EOY
- 25% of items

# Grade 3 Technology Enhanced Constructed Response Item (TECR)

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

Words:



# When Do Students Write?

Home

Grade 7 - ELA/Literacy

Grade 7 Summative Assessment

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<p><b>END-OF-YEAR ASSESSMENT</b></p> <p>On the end-of-year assessment, students have the opportunity to demonstrate their ability to read and comprehend complex informational and literary texts. Questions will be sequenced in a way that they will draw students into deeper encounters with the texts and will result in more thorough comprehension of the concepts.</p> <p><b>NO PCRS</b></p>		

## Prose Constructed Responses (PCR)

- 1 PCR within the Literary Analysis Task
- 1 PCR within Narrative Task
- 1 PCRS within the Research Simulation Task which are related

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*College –and Career-Ready Determination  
(CCRD) for PARCC Students*

# *College-and Career-Ready Determination Policy*

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## **One of PARCC's primary objectives:**

*“ Students who earn a College-and Career-Ready Determination (CCR-D) and are admitted to two- or four-year public institutions of higher education will be exempted from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in ELA/literacy, mathematics, and technical courses requiring college-level reading, writing, or mathematics skills. “*

(Adopted by PARCC Governing Board October 2012)

# *College-and Career-Ready Determination Policy*

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*When /How do students earn a CCR-D?*

## **Mathematics**

- Students will earn CCR-D in math by completing Algebra 2/Math III assessments, which includes additional PBA items reflecting “securely held knowledge” from A1/M1 and G/M2, with a minimum of a Level 4
- *(Approved at December 2012 Governing Board Meeting)*

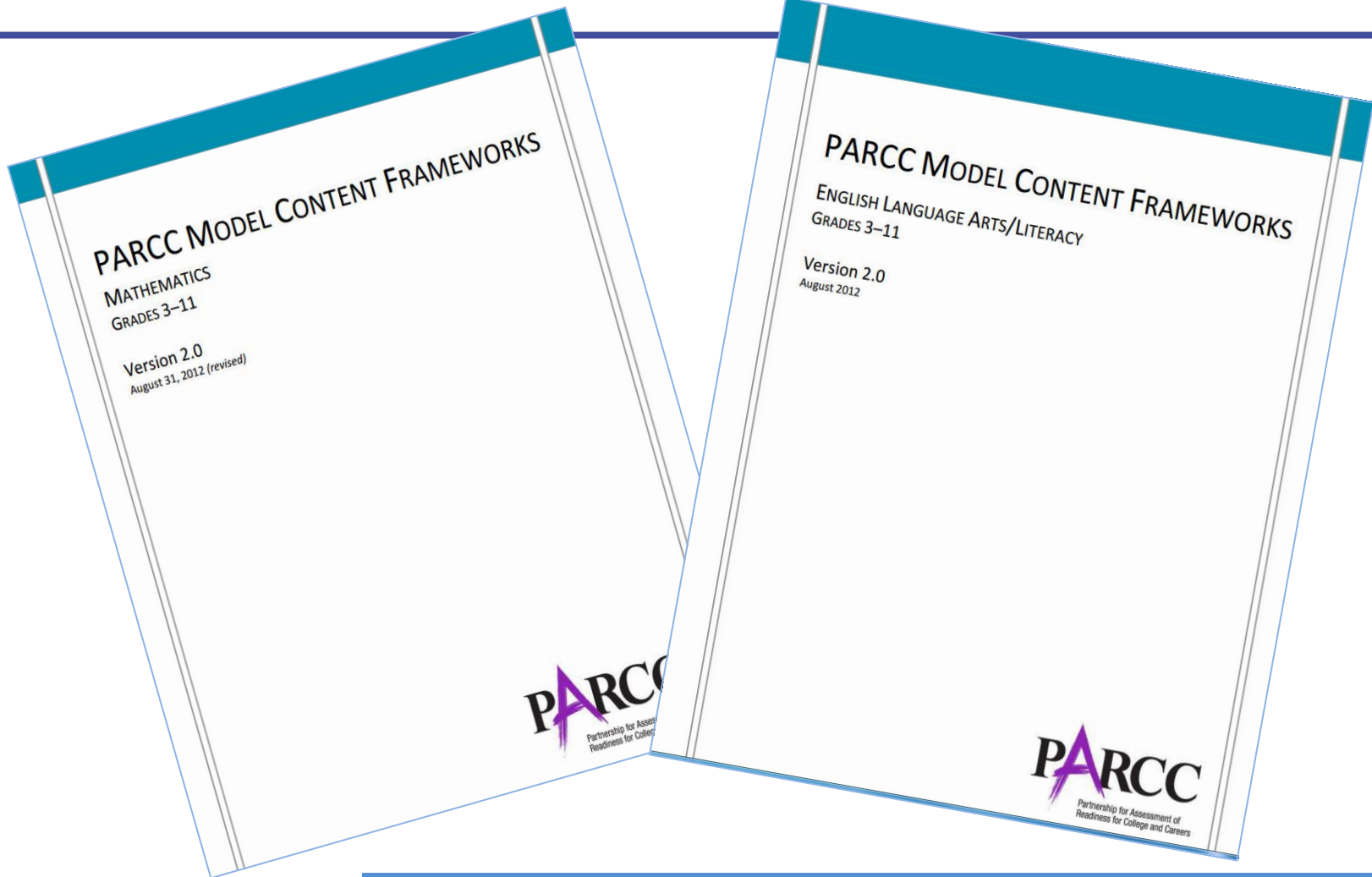
## **ELA/Literacy**

- Students will earn CCR-D in ELA/Literacy by completing Grade 11 ELA/Literacy Assessment with a minimum of a Level 4.

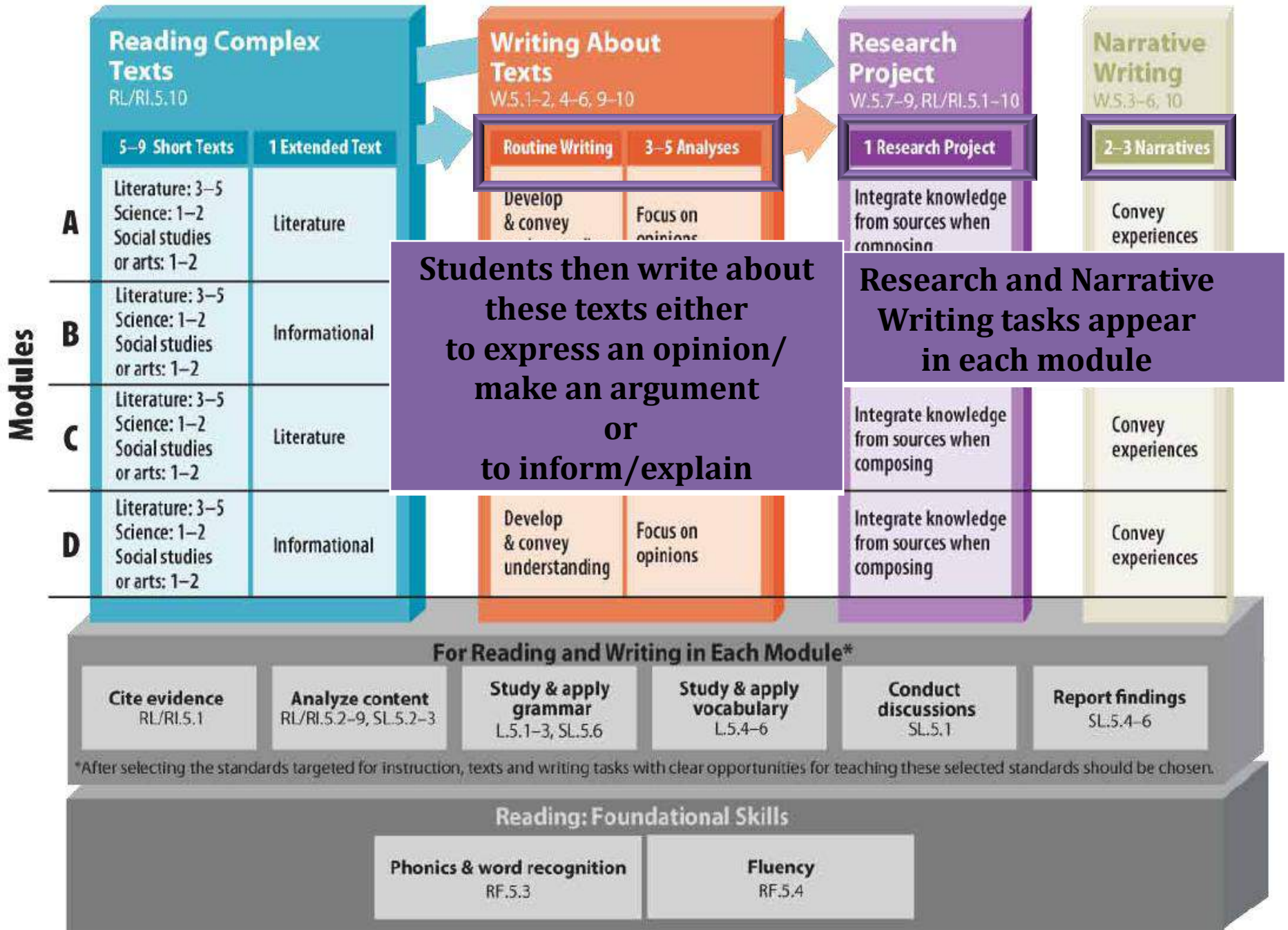
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# *PARCC Resources*

[www.parcconline.org](http://www.parcconline.org)







# New PARCC Resources: June 2013

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- PARCC Evidence Tables:
  - Will provide the evidence statements that are assessed under each claim and sub-claim
  - These statements are the standards “unpacked”

# Evidence Table Draft

Grade: 3	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>Provides questions and answers that show understanding of a text. (1)</li> <li>Provides explicit references to the text as the basis for the answers. (2)</li> </ul>
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides a recounting of key details in a text. (2)</li> <li>Provides an explanation of how key details in a text support the main idea. (3)</li> </ul>
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> <li>Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. (1)</li> <li>Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. (2)</li> </ul>

PARCC will make Evidence Tables available in June  
2013

# PARCC Accommodations

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## PARCC Accommodations: *(Will there be accommodations for testing? )*

- PARCC will allow for reading access accommodations for a small number of students who have a disability that prevents them from being able to decode text and/or who are blind or visually impaired and unable to read Braille.

PARCC DRAFT Accommodations Manual to be released June 2013

# NMPED Technology Framework



- PED will provide Technology Guidelines for schools/districts
- Districts will be able to assess their device gaps

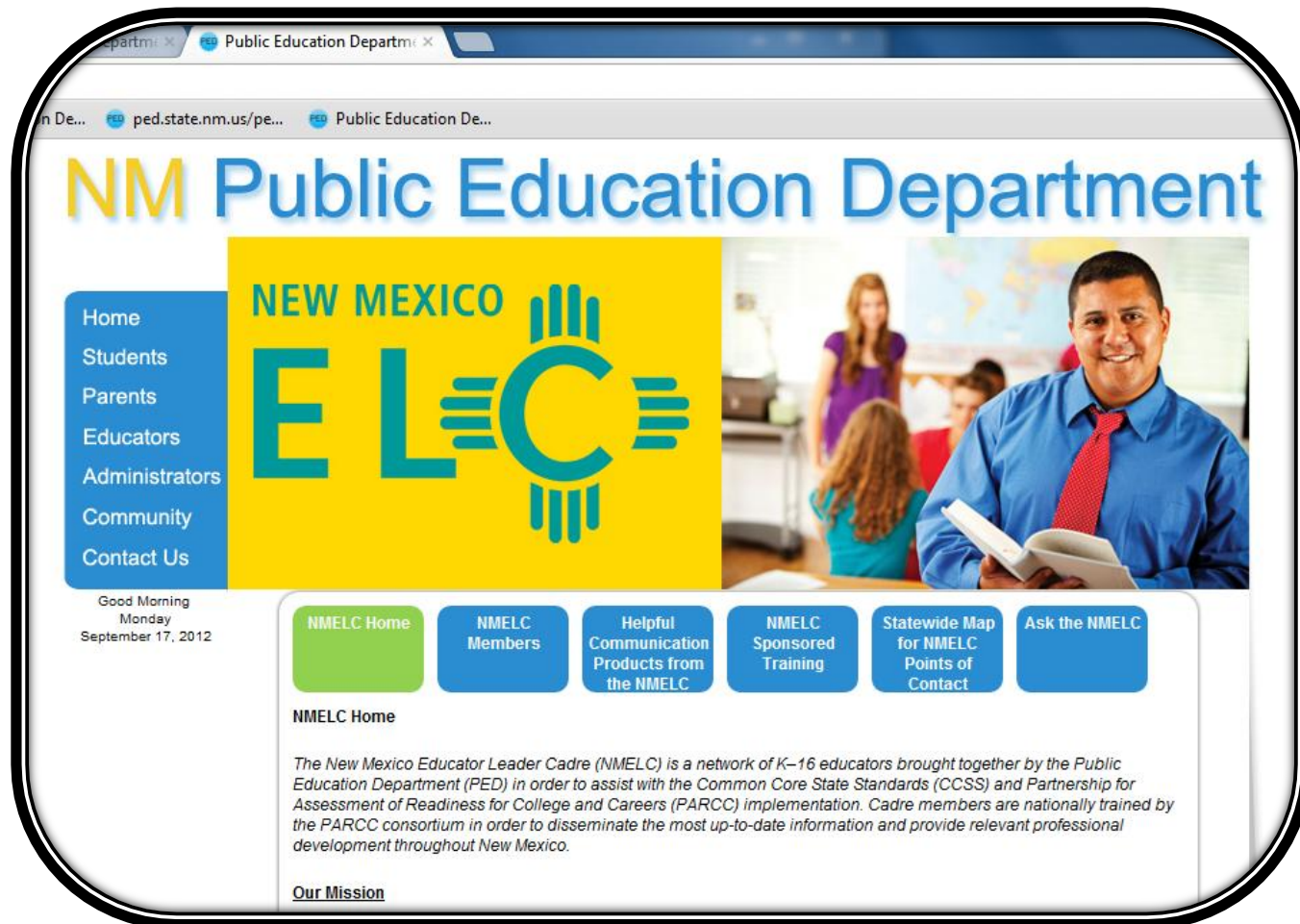
# New Mexico Technology Purchase Considerations

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- The PED recommends a 5:1 student to computer ratio for PARCC assessments
- The PED advises schools to purchase new technology based on instructional need/use, rather than “purchasing for assessment.”
  - *Rationale: PARCC requirements should follow consumer demand/expectations*

# The **New Mexico Educator Leader Cadre:**

A team of K-16 educators becoming experts in CCSS & PARCC



The screenshot shows a web browser window displaying the New Mexico Public Education Department website. The browser's address bar shows the URL `ped.state.nm.us/pe...`. The main heading of the page is "NM Public Education Department". On the left, there is a blue navigation menu with the following items: Home, Students, Parents, Educators, Administrators, Community, and Contact Us. The central part of the page features a large yellow banner with the text "NEW MEXICO" above the stylized logo "E L C", where the 'C' is a sun symbol. To the right of the banner is a photograph of a smiling male teacher in a blue shirt and red tie, holding a book, with other students and a teacher in the background. Below the banner, there is a row of six buttons: "NMELC Home" (green), "NMELC Members" (blue), "Helpful Communication Products from the NMELC" (blue), "NMELC Sponsored Training" (blue), "Statewide Map for NMELC Points of Contact" (blue), and "Ask the NMELC" (blue). Below these buttons, the text reads: "Good Morning Monday September 17, 2012". Under the "NMELC Home" button, there is a section titled "NMELC Home" with the following text: "The New Mexico Educator Leader Cadre (NMELC) is a network of K-16 educators brought together by the Public Education Department (PED) in order to assist with the Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC) implementation. Cadre members are nationally trained by the PARCC consortium in order to disseminate the most up-to-date information and provide relevant professional development throughout New Mexico." Below this text is a link for "Our Mission".

# PED PARCC Interactive Timeline

## NM Public Education Department

- Home
- Students
- Parents
- Educators
- Administrators
- Community
- Contact Us



Partnership for Assessment of Readiness for College and Careers

Good Afternoon  
Monday  
February 18, 2013



Click on boxes for more details

In 2010, New Mexico along with 45 other states, adopted the Common Core State Standards (CCSS). Following this adoption of the CCSS, states across the country began work to develop assessments aligned to the rigorous learning outcomes of the new standards. In 2011, New Mexico joined the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, working alongside 23 states to develop and deliver a new assessment system in 2014–2015. As a governing member of PARCC, New Mexico is able to weigh-in on the major policy decisions of PARCC.

Through the PARCC assessments, New Mexico students will be taking the same proficiency and accountability exams as students in 23 other states. The PARCC assessments will be taken on-line, and are being developed to ensure students have the knowledge and skills needed to further their education after high school and pursue their choice of careers.

The Public Education Department (PED) has already begun the transition to prepare students for the new PARCC assessments in 2014–2015. In 2011–2012, for the first time 10th grade students are taking the Standards Based Assessment (SBA), and students must receive a minimum score on the SBA to graduate from high school. By giving students familiarity with the SBA sooner—in 10th grade—administrators and teachers get more data about how students are faring on the graduation requirements, and students have more



# *PED PARCC Updates*

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- PED PARCC Website with Interactive Timeline  
<http://ped.state.nm.us/ped/NMPARCCIndex-a.html>
- CCSS Professional Development RFP Vendor TBA