

INFORMATIONAL GUIDE FOR THE ENGLISH LANGUAGE ARTS LITERACY PORTFOLIO APPEALS PROCESS

In order to earn a New Jersey high school diploma, a student must demonstrate proficiency in ELA. A student may do this by demonstrating alternative classroom work aligned to the content categories as described below:

- Two high school level passages (one literature and one informational) and associated items that demonstrate a student’s comprehension (i.e., multiple choice items and short constructed responses to open-ended questions)
- Writing that includes at least two of the three types required by New Jersey Standards (informational/explanatory, argument, narrative)
- Writing should be scored using the PARCC rubric, available at <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Districts should use PARCC practice and released items as examples of the kinds of questions that must be included, but may not use the actual items for their appeals. Questions should require students to demonstrate their understanding by identifying evidence from the texts passages.

What type of evidence will the DOE look for in the Constructed Response Tasks?

Although it depends on the type of passage and writing type, below are some general guidelines on what we will be looking for in terms of a Constructed Response Task:

- **Writing about texts:** which generally requires students to compare and contrast two pieces of literature that deal with a common theme.
- **Close reading of texts:** focuses on using evidence from texts with an emphasis on analyzing and evaluating texts. Students must use *close reading* to not only determine the main idea but to select the textual evidence that will justify the chosen main idea.
- **Research:** based on two pieces of nonfiction and a video, often involving either historical or scientific content.
- **Narrative writing:** based on a literary text, typically along the lines of “continue this story”.

Where are the PARCC practice tests located so I can use them to model the CRTs I create?

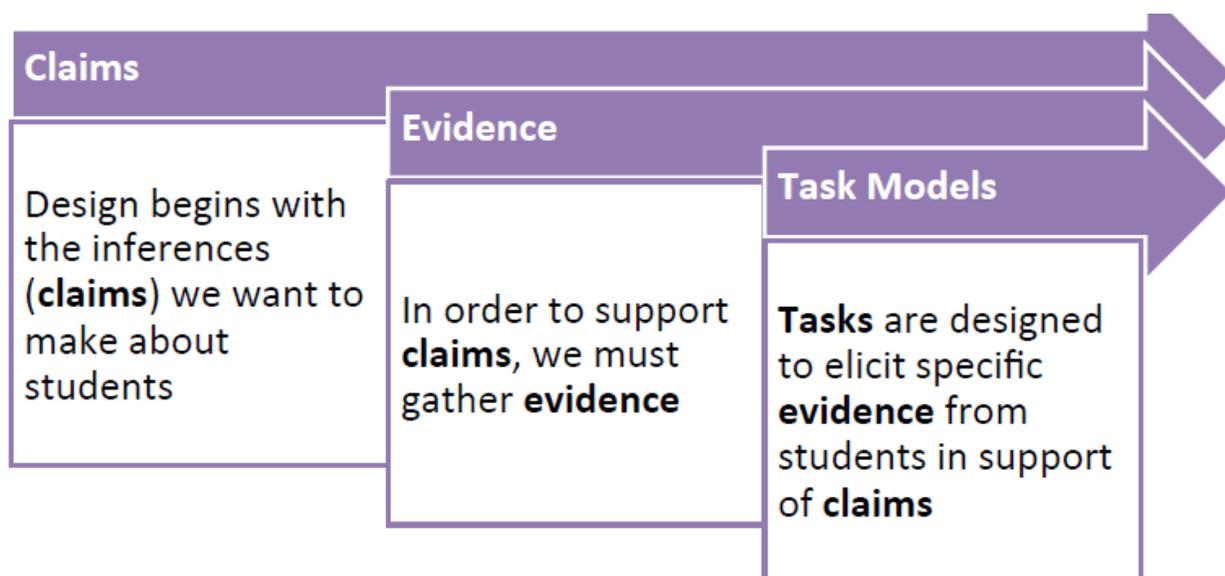
Grade 11, English Language Arts/Literacy, Performance-Based Assessment Practice Test

http://parcc.pearson.com/resources/practice-tests/english/grade-11/pba/PC194889-001_11ELATB_PT.pdf

http://parcc.pearson.com/resources/practice-tests/english/grade-11/eoy/PC194887-001_G11ELAOPTB_PT.pdf

What is Evidence Centered Design?

Evidence Centered Design, (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.



What are ELA Evidence tables?

- The tables contain Reading, Writing and Vocabulary major claims and the evidences to be measured on the PARCC Summative Assessment.
- Evidences are attached to the Reading, Writing and Vocabulary claims presented by PARCC.
- Evidences describe what students might say or do to demonstrate mastery of the standards.
- An item on the PARCC assessment may measure multiple standards and multiple evidences.

How can I use the evidence statements/tables to create evidence for the student appeal process?

Using the evidence statements/tables for the appeals process will be very helpful for you to understand how to infuse and combine standards when designing the CRTs. That is, they will help you determine alignment of a complex task with standards which will make it easier to develop questions/tasks that are aligned to the standards.

Below are some helpful links:

Eleventh-grade Reading & Vocabulary Evidence Table

http://www.theproecenter.info/uploads/2/2/5/5/22551316/updated_grade_11_reading_evidence_tables.pdf

Eleventh-grade Writing Evidence Table

http://www.theproecenter.info/uploads/2/2/5/5/22551316/grades_9-11_writing_evidence_tables.pdf

What are the primary components of the ELA rubric?

The three primary components are:

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

To be successful in creating CRTs, what are some key points to remember?

- In all Evidence Tables for grades 3-11 Standard One is always combined with the teaching of any other standards.
- More than one evidence may be combined with Standard One.
- Texts need to be complex literary or informational text(s) that students will use as a basis for their answers.
- Effective text-dependent questions require students to draw evidence from a text to support their answers.
- Careful and close reading is required in order to determine meaning and answer questions.
- Written tasks should require writing to sources rather than to a de-contextualized or generalized prompt and should require students to apply the knowledge of language and conventions.

Below are some helpful links:

<http://www.doe.mass.edu/parcc/testdesign/ELA-PBA.html>

www.parcconline.org