

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.

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

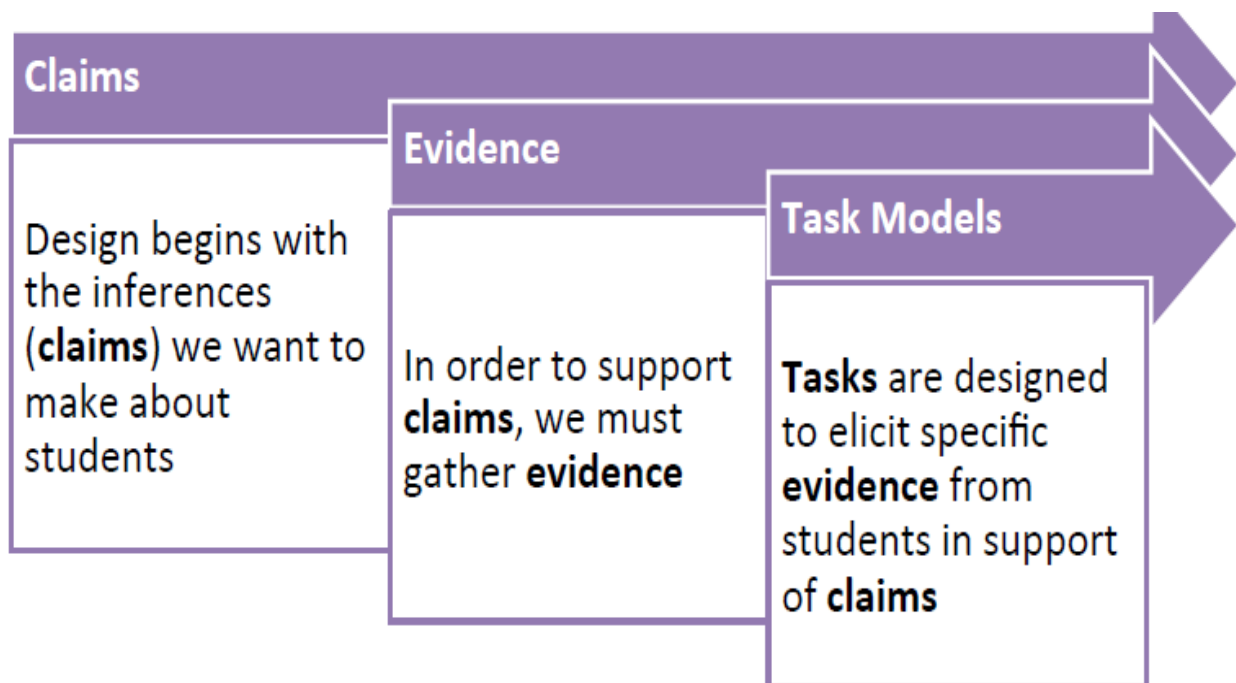
Although it depends on the type of passage and writing type, below are some general guidelines on what we will be looking for in terms of a Constructed Response Task (CRT):

- ***Close reading of texts:*** Close reading 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.
- ***Text dependent questions:*** Students should be asked questions that can only be answered by referring directly back to the text being read. An effective set of text dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there.
- ***Writing to sources:*** The assessment requires writing to sources, rather than writing to decontextualized prompts. It is essential that the writing task elicit evidence that students have understood a text they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions.

The following FAQs will help guide you in creating the evidence needed for the student appeal process.

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 Statement 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.

Where can I find the ELA Evidence Statement Tables?

Eleventh-grade Reading & Vocabulary Evidence Table:

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

Eleventh-grade Writing Evidence Table:

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

How can I use the Evidence Statement 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. These tables actually show clarifications and specifications to assist with item development.

How do I read the Evidence Statement Tables?

On each evidence chart the first line indicates the grade. This is followed by the second line which lists the claim (e.g., reading literature, reading informational text, vocabulary, and writing). In the first column on the left is a list of the standards (e.g., Reading Literature will be identified with RL). In the evidence tables for grades 6th – 11th the first column on the table also lists the literacy standards for science using RST to identify the standard and the literacy standards for history using RH to identify the standard. In the next column are the evidences, which directly align with the CCSS. The evidence statements should be helpful in supporting instruction and when creating constructed response tasks for the appeals process. The newly released PARCC items should serve as a model to highlight items and alignment to the evidence statements. Released items are available at the following link: <https://prc.parcconline.org>.

Do I need to attach an evidence statement to each item?

Yes. Reviewers should be able to locate the evidence statement(s) for each item or set of items. Use the sample CRT included in this guide as a model. Evidence Statements will also need to be included on the ELA cover sheet. Items on the English Language Arts/Literacy assessments may measure multiple standards and multiple evidences.

Do the reading passages and writing tasks need to be connected?

Yes. The standards emphasize the integration of reading and writing.

Do I need to score writing using the PARCC rubrics?

Yes. PARCC has developed holistic rubrics for the scoring of writing tasks. The rubrics align to the standards and the writing evidences.

- *Research Simulation Task and Literary Analysis Task Rubric (Grades 6-11)* – scored for reading comprehension/written expression and knowledge of language and conventions. This rubric should be used for scoring informational/explanatory and argument writing.
- *Narrative Writing Task Rubric (Grades 6-11)* – requires that students write to a text stimulus, but is only scored for written expression and knowledge of language and conventions. This rubric should be used for scoring narrative writing.

Do the passages need to be on grade level?

The passages selected for the portfolio appeals process need to be on a high school level. Teachers are encouraged to employ their professional judgment, experience, and knowledge of their students and the subject when selecting passages.

Is there a specific length required for the reading passages?

It is suggested that you stay within the PARCC 9-11 grade band passage length of 500-1,500 words (Literary and Informational Text/Literary Nonfiction).

Can I use the same response tasks for different students?

Yes, definitely.

Can we use video or audio?

The use of multimedia is not permitted in the portfolio appeals process.

How many total items need to be submitted?

The amount of items will vary depending on the passage selected and the types of questions used to elicit evidence. The key is to focus on the general guidelines found in the informational guide. The released items, sample assessments, evidence statements, and rubrics should be used to help with designing and scoring items.

What is the passing score requirement?

In **reading**, students must receive a passing score of at least **50 percent**. The number of items as well as the total points possible is determined by the school/district.

In **writing**, students must score a minimum of “**2**” or higher on the rubric constructs to meet the passing requirement.

Do I need to submit a cover sheet for each student?

Yes. Each appeal must be submitted with a cover sheet.

You should submit the following for each student:

- ELA cover sheet
- Passages (literature and informational)
- Associated reading comprehension items and writing tasks (with evidence statement(s) indicating the alignment)
- Scored PARCC rubrics

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

<http://parcc.pearson.com/practice-tests/english/>

Sample, Informational Task, Grade 11

Read the article “Moon Formation May Have Been the Result of Larger, Faster Planet Collision.” Then answer the questions.

Moon Formation May Have Been the Result of Larger, Faster Planet Collision

1 While scientists tend to accept the theory that the Moon was formed following a collision between a young Earth and a second planet, new research published online earlier this month suggests that the impactor might have been larger and traveling faster than previously believed.

2 Current theory suggests that Earth’s satellite was formed when the protoplanet was hit by a second world, believed to have been about the size of Mars, billions of years ago, Evan Ackerman of DVice wrote on Thursday.

3 Now, however, Andreas Reufer of the University of Bern in Switzerland and a team of colleagues are claiming that the planet was actually larger, moving at faster speeds, and colliding with the Earth at a steeper angle than the current model would suggest. Furthermore, the object responsible for the collision may still be at large.

4 “It also would have transmitted significantly more energy into the Earth, heating up the mantle to 10,000 degrees,” Ackerman said. “It’s a lot more extreme of an idea, but it’s the only model that accurately explains why the Moon seems to be made entirely of stuff from the Earth and not from any rogue planet material.”

5 The problem with the current theory is that with a slower, grazing impact, the majority of the debris that would have eventually formed into the Moon would have originated from the planet which collided with Earth, the *MIT Technology Review* explained.

6 The hypothesis submitted by Reufer’s team fixes that problem, in that the additional velocity would have caused most of the impact debris to escape, while the debris left behind would have been a mixture of material from that planet and from Earth, “with an isotopic content that matches the observed signatures here and on the Moon,” they said.

7 “Of course, the debris that escaped would have carried away angular momentum as well as mass. This makes such a scenario challenging to model because it is hard to find a suitable set of starting conditions—mass, angular moment, impact angle, etc.—that produce a realistic Earth-Moon system. In fact, astronomers have discounted this scenario in the past for precisely this reason,” the MIT website added.

Sample, Informational Task, Grade 11

8 However, Reufer and his colleagues decided to use improved simulation techniques to return to the hypothesis. They created a model that consisted of approximately 500,000 particles. When the Moon is formed, it ends up being roughly 10,000 particles, and the simulation can produce Earth and Moon like systems “for a reasonable set of starting conditions, while at the same time reproducing the observed isotopic signatures,” they said.

9 Their work, which is set to be published in the journal *Icarus*, also suggests that the impactor most likely lost just a little bit of material and would have continued on after the collision, according to BBC News reports. Ackerman also suggests that the rogue planet may still be around and traveling throughout space today.

10 Further analysis of elements contained within samples brought back from the moon, as well as additional computer simulations, are necessary to fully explore Reufer’s theory, the British news agency said. Likewise, the MIT News Review said that the researchers need to explain what would have happened to the impact debris which escaped from Earth’s orbit—which could theoretically be done by testing meteors to search for its isotopic signature.

Courtesy of redOrbit.com—Your Universe Online

1.

Part A

What does **grazing** mean as it is used in paragraph 5?

- A. repeated and highly variable
- B. sudden and very violent
- C. gradual and extremely prolonged
- D. indirect and relatively light

Part B

Cite and explain **one** piece of evidence that supports your understanding of the term **grazing**.

RI 11.1.1

L 11.4.1

RST 11.4.3

Sample, Informational Task, Grade 11

2.

Part A

Which statement provides the **best** analysis of how the simulation performed by Reufer and his colleagues supports the hypothesis discussed in paragraph 6?

- A. It showed that a collision between the Earth and another planet was more probable than had previously been believed.
- B. It indicated that the velocity of the colliding planet must be slower than previously accepted in order for the collision to have broken material off of the Earth.
- C. It demonstrated that the colliding planet could produce a new object with expected isotopic signatures under certain conditions.
- D. It proved that the angular momentum of the colliding planet must be extremely steep in order for a collision to have produced the debris necessary to form the moon.

Part B

Which quotation refers to a problem in the collision hypothesis that was addressed by Reufer and his colleagues' simulation?

- A. “. . . why the Moon seems to be made entirely of stuff from the Earth and not from any rogue planet material.” (paragraph 4)
- B. “. . . Reufer and his colleagues decided to use improved simulation techniques to return to the hypothesis.” (paragraph 8)
- C. “. . . the rogue planet may still be around and traveling throughout space today.” (paragraph 9)
- D. “Further analysis of elements contained within samples brought back from the moon, as well as additional computer simulations, are necessary to fully explore Reufer’s theory” (paragraph 10)

RI 11.1.1

RST 11.3.7

Sample, Informational Task, Grade 11

3. **Part A**

Select **two** ideas about Reufer’s hypothesis that the author presents in the article.

- A. It offers a more persuasive explanation than capture theory about the similarity between Earth isotopes and lunar isotopes.
- B. It supposes that Earth has been struck by very large objects many times in the planet’s history.
- C. It can be simulated only by making unlikely assumptions about the number of particles involved in the collision.
- D. It assumes that the collision that produced the moon occurred more recently than other collision theorists have suggested.
- E. It explains the composition of the moon better than the earlier collision theory.
- F. It provides no account for the whereabouts of collision debris that is outside the Earth-moon system.

Part B

Write **two** pieces of evidence from the article that **best** supports the answers in Part A?

1. _____

2. _____

RST 11.1.1
RST 11.2.5

Sample, Informational Task, Grade 11

4. Write an essay to compare and contrast the original theory presented in the article *Moon Formation May Have Been the Result of Larger, Faster Planet Collision* to Reufer's new proposed idea. Remember to use textual evidence to support your ideas.

RI 11.1.1

RST 11.2.5

W 11.2

W 11.4 -W 11.10

Standards/Evidence Statement Alignment – For each item or set of items, the alignment of standards and evidence statements has been indicated.

Example: RI 11.1.1

Reading Information, Grade 11, Standard RI 1, Evidence Statement RI (1)

Evidence Statement:

For RI 1, provides strong and thorough textual evidence to support analysis of what **the text says explicitly** and/or **inferences drawn from the text**. (1)

Evidence Statement Tables: <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>

Sample passage/ items are borrowed and have been adapted from the Partnership Resource Center
<https://prc.parcconline.org/>.

**PARCC Portfolio Appeal Process
English Language Arts/Literacy
Cover Sheet**

Student Name:

Reading

Literature Reading Passage Title:

Author(s):

Evidence Statement(s):

Total Points Possible:

Total Points Earned:

% of Points Earned:

Informational Reading Passage Title:

Author(s):

Evidence Statement(s):

Total Points Possible:

Total Points Earned:

% of Points Earned:

Student Name:

Writing

Writing Response Type:

Evidence Statements(s):

Construct Measured

Score:

Knowledge of Language and Conventions

Score:

Writing Response Type:

Evidence Statements(s):

Construct Measured

Score:

Knowledge of Language and Conventions

Score:

***Writing tasks should be scored using the appropriate PARCC rubrics. Rubrics used for scoring must be submitted.**