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Shifts in Standards

1. Regular practice with complex text and its academic language
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Building knowledge through content-rich nonfiction
Overview

- Where can the school Evidence Statement Analysis reports be found?
- What are evidence statements and tables?
- What resources can be used to inform this work?
- How can the evidence statements and tables be used to inform instruction?
Strengths? Weaknesses? Discrepancies?
## Evidence Statement Analysis Report

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

**ENGLISH LANGUAGE ARTS / LITERACY**  
Grade 4 Assessment, Spring 2015

<table>
<thead>
<tr>
<th>Difficulty Order Most to Least</th>
<th>Evidence Statement</th>
<th>Common Core State Standard(s)</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RL 4.5.1</td>
<td>RL.4.05</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>2</td>
<td>RL 4.5.1</td>
<td>RL.4.05</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>3</td>
<td>RI 4.3.1</td>
<td>RI.4.03</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>4</td>
<td>RI 4.8.1</td>
<td>RI.4.08</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>5</td>
<td>RI 4.2.1</td>
<td>RI.4.02</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>6</td>
<td>RI 4.6.1</td>
<td>RI.4.06</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>7</td>
<td>RL 4.2.1</td>
<td>RL.4.02</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>8</td>
<td>RI 4.2.2</td>
<td>RI.4.02</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>9</td>
<td>RL 4.3.2</td>
<td>RL.4.03</td>
<td>Reading: Informational Text</td>
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<tr>
<td>10</td>
<td>RI 4.1.1</td>
<td>RI.4.01</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>11</td>
<td>RI 4.2.3</td>
<td>RI.4.02</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>12</td>
<td>RL 4.3.3</td>
<td>RL.4.03</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>13</td>
<td>RI 4.3.3</td>
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</tr>
<tr>
<td>14</td>
<td>RL 4.6.1</td>
<td>RL.4.06</td>
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<tr>
<td>15</td>
<td>RL 4.1.1</td>
<td>RL.4.01</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>16</td>
<td>RI 4.2.2</td>
<td>RL.4.02</td>
<td>Reading: Informational Text</td>
</tr>
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<td>17</td>
<td>RI 4.3.2</td>
<td>RL.4.03</td>
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<td>18</td>
<td>RI 4.3.1</td>
<td>RL.4.03</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>19</td>
<td>RI 4.4.1</td>
<td>RI.4.04</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>20</td>
<td>L 4.4.1</td>
<td>L.4.04</td>
<td>Language</td>
</tr>
<tr>
<td>21</td>
<td>RL 4.4.1</td>
<td>RL.4.04</td>
<td>Reading: Literature</td>
</tr>
<tr>
<td>22</td>
<td>L 4.5.2</td>
<td>L.4.05</td>
<td>Language</td>
</tr>
<tr>
<td>23</td>
<td>RI 4.8.2</td>
<td>RI.4.08</td>
<td>Reading: Informational Text</td>
</tr>
<tr>
<td>24</td>
<td>L 4.5.1</td>
<td>L.4.05</td>
<td>Language</td>
</tr>
<tr>
<td>25</td>
<td>L 4.5.3</td>
<td>L.4.05</td>
<td>Language</td>
</tr>
<tr>
<td>26</td>
<td>RI 4.7.1</td>
<td>RI.4.07</td>
<td>Reading: Informational Text</td>
</tr>
</tbody>
</table>

**RI 1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
What are evidence tables and statements?

Evidence Statement Tables and Evidence Statements describe the knowledge and skills that an assessment item or a task elicits from students. These are aligned directly to the standards.
**Evidence Table**

**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:

<table>
<thead>
<tr>
<th>Standards:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>RL K.1</strong>: With prompting and support, ask and answer questions about key details in a text.</td>
<td>Provides questions and/or answers that show understanding of key details in a text.</td>
</tr>
<tr>
<td><strong>RL K.2</strong>: With prompting and support, retell familiar stories, including key details.</td>
<td>Provides a retelling of a familiar story, including key details.</td>
</tr>
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</table>

Evidences to be measured on PARCC formative assessments (note that these evidences may be elicited using prompting and support where the standard indicates this is expected). The students’ response:
<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>EVIDENCE STATEMENTS</th>
</tr>
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<tbody>
<tr>
<td><strong>RL 1.1</strong>: Ask and answer questions about key details in a text.</td>
<td>Provides questions and/or answers that show understanding of key details in a text.</td>
</tr>
<tr>
<td><strong>RL 1.2</strong>: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>Provides a retelling of a story, including key details. Provides an identification of the central message or lesson in a text.</td>
</tr>
<tr>
<td><strong>RL 2.1</strong>: Ask and answer such questions as <em>who</em>, <em>what</em>, <em>where</em>, <em>when</em>, <em>why</em>, and <em>how</em> to demonstrate understanding of key details in a text.</td>
<td>Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as <em>who</em>, <em>what</em>, <em>where</em>, <em>when</em>, <em>why</em>, and <em>how</em>.</td>
</tr>
<tr>
<td><strong>RL 2.2</strong>: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. Provides an identification of the central message, lesson or moral in a text.</td>
</tr>
<tr>
<td>STANDARDS</td>
<td>EVIDENCE STATEMENTS</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>RL 3.1:</strong> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td><strong>RL 3.2:</strong> 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.</td>
<td>Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. Provides a statement of the central message, lesson, or moral in a text. Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.</td>
</tr>
<tr>
<td><strong>RL 4.1</strong> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Provides references to details and/or examples in a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.</td>
</tr>
</tbody>
</table>
PARCC Data Analysis Plan

District and School Level Data: Math, ELA, reading and writing, and also by grade levels

Disaggregated data, by subgroups

Disaggregated data by categories, (i.e., standards sub-claims)

Item analysis using Evidence Statements

Student-level analysis
Guiding Your Practice

- Strengths and weaknesses in the data
- Instructional practices or shifts that link to the PARCC data
- Other data points that link to the same findings confirmed in the PARCC data
- Additional professional resources that are available
What are evidence statements and tables?

Can be accessed through...

- PARCC Online
- Partnership Resource Center
Student Learning Starts with…

Alignment of Curriculum to Standards
a. ELA and Math: New Jersey Student Learning Standards
b. Science: Next Generation Science Standards (Spring 2017 and Spring 2018)

Alignment of Instruction to Curriculum
a. Shifts in ELA instruction
b. Shifts in math instruction
c. Shifts in science instruction
Adjustments in other areas of instruction (inclusive of shifts from ELA, Math, Science)

Alignment of Assessments to Instruction and Curriculum
a. Formative Assessments embedded in Instructional Plan
b. Summative Assessments aligned to Curriculum
How can the evidence statements and tables be used to inform instruction?

- Reviewing the standard and determining what the standard “looks like” in curriculum and instruction
- Instruction
- Maps
- Data
- Reflection

- Using the PARCC report to review the tables and statements
- Understanding the evidence that students are to produce as mastery of the standard

- PARCC Data
- Evidence Tables
- Curricular Alignment
- Standards

- District and School Level Data
- Data by subgroups and categories
- Item analysis using Evidence Statements

- District and School Level Data
- Data by subgroups and categories
- Item analysis using Evidence Statements
“The 30 Million Word Gap”

The Achievement Gap Starts Early

- 1,116 words (Children in professional families)
- 749 words (Children in working class families)
- 525 words (Children in economically disadvantaged families)
A chain, breaking at every link

In “the gap,” children:

1) know less words
2) have less content knowledge
3) use and hear less complex syntax
4) are asked less questions
Fluency

Fluency is the ability to read a *common core* grade level text:

1) Accurately
2) With expression
3) At the right speed

Over a hundred studies have connected fluency to comprehension at all grades.
The CAR Framework

Connected Action Roadmap: An Aligned and Coherent Process For School Improvement

Culture: Communication of Connections and High Expectations

Culture: Climate

ProfessionaL Learning Community (PLC)

Standards and Student Learning Objectives

Student Learning

Formative & Summative Assessments

Effective Instruction

Teacher & Principal Effectiveness

Culture: Shared Leadership

© CAR
PARCC’s Partnership Resource Center is a portal to a wide range of resources at www.PARCCResources.org

- Library
- Assessment
- Professional Learning

There are three levels of access available

- Public
- Registered
- PARCC Member
New Jersey is a PARCC Member

Edcucators from PARCC Member organizations will see an optional new field open to enter a “PARCC Member Code.” New Jersey’s code is NJ1787
FORMATIVE INSTRUCTIONAL TASKS

READING FLUENCY

FORMATIVE INSTRUCTIONAL TASKS

TECHNOLOGY ENHANCED ITEMS

SPEAKING & LISTENING
Supporting All Learners
When implementing one-on-one and small-group discussion activities, arrange the classroom so that students are not easily distracted, including carefully seating students with their partners or ensuring that groups are placed at an appropriate distance from other pairs or groups.

INTRODUCTION
Present students with the text, task, or focus question they will need to launch their investigation. If appropriate, help students explicitly connect the text, task, or question to their other learning experiences in your class. In addition, review the discussion protocols that will be used during this class activity, giving students a preview of the discussion logistics. Pairs or small groups should be given clear directions as to what will be shared back with others and how that sharing is to occur.
<table>
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<tbody>
<tr>
<td><strong>SL 3.1</strong></td>
<td>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (a) Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (d) Explain their own ideas and understanding in light of the discussion.</td>
</tr>
</tbody>
</table>
- Intended, although not required, to pace through the courses in order to guide PLC conversations

- Educators may work within PLC groups or on their own anytime from anywhere.

- Leaders can frame professional development using the same materials and focus

- www.online-plc.org
How do Student Aspirations Connect to Student Voice?

https://www.youtube.com/watch?v=MaRM45IhTMI