

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 English Language Arts/Literacy (ELA/L). 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
- Writing that includes at least two of the three types required by New Jersey Standards (i.e., informational/explanatory, argument, narrative)
- Writing should be scored using the [PARCC rubrics](#).

Districts should use PARCC practice items and released items as examples of the kinds of questions that must be included, but **may not** use the actual items for their appeals.

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

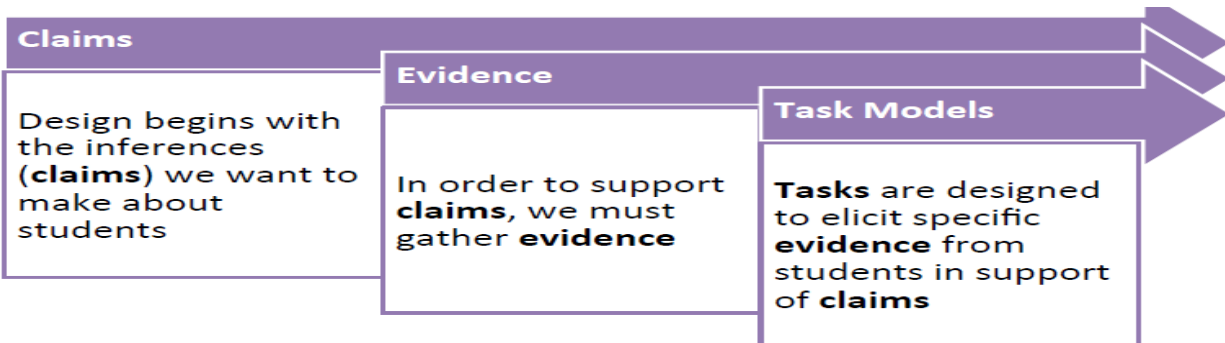
What type of evidence will the NJDOE look for in the Constructed Response Tasks?

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

- ***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:*** Questions should require students to demonstrate their understanding by identifying evidence from the texts. 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:*** It is essential that the writing tasks 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.

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/L 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/L Evidence Statement Tables?

[PARCC online](#) provides evidence statements tables.

How do I read the Evidence Statement Tables?

The first line in the evidence statement table indicates the grade. This is followed by the second line which lists the claim (e.g., Reading Literature, Reading Information). The first column on the left includes a list of the standards (e.g., Reading Literature will be identified with RL). In the evidence tables for grades 6 through 11, the first column on the table also lists the standards for Literacy in Science and Technical Subjects using RST. The standards for Literacy in History/Social Studies will be identified using RH. In the next column are the evidences, which directly align with CCSS standards. The released PARCC items should serve as a model to highlight item alignment to the evidence statements. PARCC provides [released items](#) online.

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 on the cover sheet.

Do the items need to be aligned to a particular grade level?

School officials can select evidences from the [Reading and Writing Evidence Tables](#) for **Grades 9-11**.

What types of questions should we develop for each passage set?

The NJDOE expects to see associated items (e.g., multiple-choice, short-response) that measure a breadth of the standards/evidences. The released items, sample assessments, evidence statements, and rubrics should be used to help with designing and scoring items.

How many items should we develop for each passage set?

The number of items as well as the total points possible is determined by the school/district. However, the amount of items will typically vary depending on the passage selected and the types of questions used to elicit evidence.

Do we need to follow a two-part question format when developing our reading comprehension items?

No.

Do the passages need to be on grade level?

The passages selected for the portfolio appeals process need to be on a high school reading 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 districts stay within the PARCC 9-11 grade band passage length of 500-1,500 words (Literary and Informational Text/Literary Nonfiction).

How many texts do students need to read in total?

Students need to read at least two texts (one literature and one informational). Districts may use paired passages for the ELA/L appeals process, but it is not a requirement.

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

Yes. The standards emphasize the integration of reading and writing so we encourage districts to connect the reading and writing tasks (e.g., students respond to a series of questions about the text and then respond to a writing prompt).

Do I need to score student 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.
- Scored PARCC rubrics must be submitted with each appeal.
- Please note that students receive a score for **each** construct. The reported scores should match the rubric – no ½ points.

What are the passing score requirements?

- In reading, students must receive a passing score of at least **50 percent** on **each** reading task. 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 **each** rubric construct to meet the passing requirement.

Please do not submit ELA/L appeals that have not met the passing score requirements for reading and writing.

Can I use the same response tasks for different students?

Yes, definitely.

If I submit graded work instead of CRTs, what do I need to do?

The process is the same – the process of alignment, literature and informational passages with associated comprehension items, two types of writing, scored rubrics, cover sheet, etc.

Can I assess the students in their native language?

Yes; however, districts will need to do the following:

1. Write the constructed response task in English.
2. Have someone in the district translate the constructed response task into the student’s native language.
3. After the student has responded in his/her native language, the student response **must** be translated into English.
4. **BOTH** the English version **AND** translated version of the constructed response task **AND** student response must be sent to the NJ DOE.

Can we use old AHSA materials or PARCC practice materials?

No.

We created tasks and submitted them to the NJ DOE for feedback last year. We applied the recommendations provided by the ELA/L content specialist. Can we use the same CRTs?

Yes, definitely.

Are we required to submit ELA/L appeals to the NJ DOE for review prior to administering the tasks?

No.

What do we need to submit to the state for each ELA/L appeal?

Districts should submit the following for each student:

- ELA/L cover sheet – indicating evidence statement alignment and score information
- Passages – literature and informational
- Associated reading comprehension items, writing prompts, and scored student responses
- PARCC rubrics – use the 2015 PARCC rubrics

What were some common issues found during the ELA/L review process?

- The cover sheets for reading and writing are not correctly filled out or are missing
- The items are not aligned to the evidence statements
- The passages are not appropriate for the high school level
- The passing score requirements are not being met
- The tasks/rubrics are not scored
- The 2015 PARCC rubrics are not being used to score writing

To whom can I send the ELA/L CRTs for review prior to administration to students and who should I contact regarding ELA/L content and the development of CRTs?

County Cluster Lead: Tisha McKenzie Tisha.Mckenzie@doe.state.nj.us (609) 633-0619 - NJ Department of Education, Office of Teaching and Learning, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625	County Cluster Lead: Sandra Strothers Sandra.Strothers@doe.state.nj.us (609) 984-6020 - NJ Department of Education, Office of Teaching and Learning, 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625
Hudson	Union
Middlesex	Somerset
Bergen	Passaic
Atlantic	Morris
Mercer	Sussex
Essex	Warren
Cumberland	Ocean
	Monmouth

	Burlington
	Gloucester
	Camden
	Cape May
	Salem
	Hunterdon

Where do I send the student appeals after they have been completed?

The appeals and constructed response items should be sent to the following address:

NJ DOE Portfolio Appeals
Attn: Dr. Faye Ball
NJ Department of Education
100 Riverview Plaza
PO Box 500
Trenton, NJ 08625

What do I do if I have further questions?

For questions regarding the appeal process, please contact Dr. Faye Ball via email at faye.ball@doe.state.nj.us or by phone at (609) 984-1970.