Grade 3

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit
	Moderately Complex	Accurate	Explicit
	Readily Accessible	Accurate	Explicit
4	Very Complex	Mostly accurate	Explicit
	Moderately Complex	Accurate	Explicit
	Readily Accessible	Accurate	Explicit
3	Very Complex	Minimally accurate	Explicit
	Moderately Complex	Mostly accurate	Explicit
	Readily Accessible	Accurate	Explicit
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit
	Readily Accessible	Mostly accurate	Explicit

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates <u>full</u> understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates <u>extensive</u> understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates <u>basic</u> understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates <u>minimal</u> understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates <u>limited</u> understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 3 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering question, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the <u>inability</u> to be accurate when asking and/or answering questions, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>purposeful</u> and <u>controlled</u> organization. The student: • Provides effective development of the topic and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops topic and/or narrative elements largely appropriate to the task and purpose. • Demonstrates purposeful and controlled organization and includes an introduction and conclusion. • Includes linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating <u>purposeful</u> and <u>controlled</u> organization. The student: • Provides some development of the topic and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops topic and/or narrative elements in a manner that is somewhat appropriate to the task and purpose. • Demonstrates purposeful organization that includes an introduction and/or conclusion. • Includes linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating <u>mostly purposeful</u> and <u>controlled</u> organization. The student: • Develops the topic and/or narrative elements minimally, using limited reasoning, details, text-based evidence, and/or description. • Develops topic and/or narrative elements in a manner limited in its appropriateness to the task and purpose. • Demonstrates purposeful organization that sometimes is not controlled and may or may not include an introduction and/or conclusion. • Includes limited linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that <u>sometimes is not controlled</u>. The student: • Lacks development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. • Demonstrates little organization. • Lacks use of linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.			
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs		

Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate inconsistent command of the conventions of Standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate limited command of the conventions of Standard English consistent with edited writing. There are multiple patterns of errors in grammar and usage that impede understanding.

Grade 4

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Minimally accurate	Explicit and inferential
	Moderately Complex	Minimally accurate	Explicit and inferential
	Readily Accessible	Mostly accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit
	Readily Accessible	Mostly accurate	Explicit
		Minimally accurate	Inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates extensive understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 4 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when asking and/or answering questions, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the <u>inability</u> to be accurate when asking and/or answering questions, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to ask and/or answer questions with <u>minimal</u> accuracy, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when asking and/or answering questions, showing <u>extensive</u> understanding of the text when referring to explicit details. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>minimally accurate</u> when asking and/or answering questions, showing <u>minimal</u> understanding when explaining inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>purposeful</u> and <u>controlled</u> organization. The student: • Provides effective and comprehensive development of the topic and/or narrative elements, using clear reasoning, details, and/or description. • Develops topic and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. • Uses language well to attend to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating <u>purposeful</u> and <u>controlled</u> organization. The student: • Provides some development of the topic and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops topic and/or narrative elements in a manner that is somewhat appropriate to the task and purpose. • Demonstrates purposeful organization that includes an introduction and/or conclusion. • Includes linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating <u>mostly purposeful</u> and <u>controlled</u> organization. The student: • Develops the topic and/or narrative elements minimally, using limited reasoning, details, text-based evidence, and/or description. • Develops topic and/or narrative elements in a manner limited in its appropriateness to the task and purpose. • Demonstrates purposeful organization that sometimes is not controlled and may or may not include an introduction and/or conclusion. • Includes limited linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that <u>sometimes is not controlled</u>. The student: • Lacks development of the topic and/or narrative elements and is, therefore, inappropriate to the task and purpose. • Demonstrates little organization. • Lacks use of linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity.

Writing Sub-Claim for Knowledge of Language and Conventions:	Students demonstrate knowledge of conventions and other important elements of language.

EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate inconsistent command of the conventions of Standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate limited command of the conventions of Standard English consistent with edited writing. There are multiple patterns of errors in grammar and usage that impede understanding.

Grade 5

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Minimally accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit
	Readily Accessible	Mostly accurate	Explicit and Inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates extensive understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 5 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>accurate</u> when quoting or referencing, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the <u>inability</u> to be accurate when quoting or referencing, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to be <u>minimally accurate</u> when quoting or referencing, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to be <u>mostly accurate</u> when quoting or referencing, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when explaining inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students address the prompts and consistently provide effective and comprehensive development of ideas, including when drawing evidence from multiple sources, while demonstrating purposeful and controlled organization. The student: • Provides effective and comprehensive development of the topic and/or narrative elements, using clear reasoning, details, and/or description. • Develops topic and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. • Uses language well to attend to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization. The student: • Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description. • Develops topic and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion. • Attends to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide adequate development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating mostly purposeful and controlled organization. The student: • Develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description. • Develops topic and/or narrative elements in manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and cohesion and may or may not include an introduction and/or conclusion. • Demonstrates limited awareness of the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.	In **writing**, students address the prompts and provide partial development of ideas, including when drawing evidence from multiple sources, while in the majority of instances demonstrating organization that sometimes is not controlled. The student: • Lacks development of the topic and/or narrative elements and, therefore, is inappropriate to the task, purpose, and/or audience • Demonstrates a lack of coherence, clarity, and cohesion. • Demonstrates little to no awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.

Grade 5 PARCC English Language Arts/Literacy Performance Level Descriptors

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate inconsistent command of the conventions of standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate limited command of the conventions of standard English consistent with edited writing. There are multiple patterns of errors in grammar and usage that impede understanding.

Grade 6

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Minimally accurate	Explicit and inferential
	Moderately Complex	Generally accurate	Explicit and inferential
	Readily Accessible	Mostly accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit
	Readily Accessible	Generally accurate	Explicit and inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates extensive understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 6 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>minimally accurate</u> analyses of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the <u>inability</u> to do an accurate analysis of the text, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>minimally accurate</u> analyses of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Grade 6 PARCC English Language Arts/Literacy Performance Level Descriptors

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	

EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing,** students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: • Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. • Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. • Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion. The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, student demonstrates full command of the conventions of Standard English consistent with edited writing. There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.	In **writing**, student demonstrates command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, student demonstrates moderate command of the conventions of Standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, student demonstrates limited command of the conventions of Standard English consistent with edited writing. There are multiple patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 7

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Minimally accurate	Explicit and inferential
	Moderately Complex	Generally accurate	Explicit and inferential
	Readily Accessible	Mostly accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit and inferential
	Readily Accessible	Generally accurate	Explicit and inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates extensive understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 7 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	**Reading Literature** Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	**Reading Information** Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	**Vocabulary Interpretation and Use** Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Grade 7 PARCC English Language Arts/Literacy Performance Level Descriptors

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	

EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion.
The student: • Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	The student: • Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	The student: • Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. • Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. • Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate moderate command of the conventions of Standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate limited command of the conventions of Standard English consistent with edited writing. There are multiple patterns of errors in grammar and that impede understanding, demonstrating minimal control over language.

Grade 8

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Generally accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit and inferential
	Readily Accessible	Mostly accurate	Explicit and inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates <u>full</u> understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates <u>extensive</u> understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates <u>basic</u> understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates <u>minimal</u> understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates <u>limited</u> understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do accurate analyses the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text. • With a moderately complex text, students demonstrate the ability to do minimally accurate analyses, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With a readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing,** students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: • Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. • Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. • Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion. The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students demonstrate <u>full</u> command of the conventions of Standard English consistent with edited writing. There may be a <u>few minor errors</u> in grammar and usage, but meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be <u>some distracting errors</u> in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate <u>moderate</u> command of the conventions of Standard English consistent with edited writing. There are a <u>few patterns of errors</u> in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate <u>limited</u> command of the conventions of Standard English consistent with edited writing. There are <u>multiple patterns of errors</u> in grammar and usage that impede understanding, demonstrating <u>minimal</u> control over language.

Grade 9

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Generally accurate	Explicit and inferential
	Moderately Complex	Mostly Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Generally accurate	Explicit and inferential
	Moderately Complex	Generally accurate	Explicit and inferential
	Readily Accessible	Mostly Accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit and inferential
	Readily Accessible	Generally accurate	Explicit and inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates <u>full</u> understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates <u>extensive</u> understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates <u>basic</u> understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates <u>minimal</u> understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates <u>limited</u> understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 9 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	**Reading Literature** Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	**Reading Information** Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	**Vocabulary Interpretation and Use** Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the <u>inability</u> to do an accurate analysis of the text, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>minimally accurate</u> analyses of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: • Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. • Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. • Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion. The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, the student demonstrates full command of the conventions of Standard English consistent with edited writing. There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.	In **writing**, the student demonstrates command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, the student demonstrates moderate command of the conventions of Standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, the student demonstrates limited command of the conventions of Standard English consistent with edited writing. There are multiple patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.

Grade 10

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Generally accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit and inferential
	Readily Accessible	Mostly accurate	Explicit and inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates full understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates extensive understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates basic understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates minimal understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates limited understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Grade 10 PARCC English Language Arts/Literacy Performance Level Descriptors

Reading Sub-Claims	Reading Literature Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	Reading Information Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	Vocabulary Interpretation and Use Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the ability to do <u>generally accurate</u> analyses of the text, showing <u>basic</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>accurate</u> analyses of the text, showing <u>full</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With <u>very complex text</u>, students demonstrate the <u>inability</u> to do an accurate analysis of the text, showing <u>limited</u> understanding of the text when referring to explicit details and examples in the text. • With <u>moderately complex text</u>, students demonstrate the ability to do <u>minimally accurate</u> analyses of the text, showing <u>minimal</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With <u>readily accessible text</u>, students demonstrate the ability to do <u>mostly accurate</u> analyses of the text, showing <u>extensive</u> understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: • Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. • Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. • Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion. The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students demonstrate <u>full</u> command of the conventions of Standard English consistent with edited writing. There may be a <u>few minor errors</u> in grammar and usage, but meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be <u>some distracting errors</u> in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate <u>moderate</u> command of the conventions of Standard English consistent with edited writing. There are a <u>few patterns of errors</u> in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate <u>limited</u> command of the conventions of Standard English consistent with edited writing. There are <u>multiple patterns of errors</u> in grammar and usage that impede understanding, demonstrating <u>minimal</u> control over language.

Grade 11

Performance Level	Level of Text Complexity[1]	Range of Accuracy[2]	Quality of Evidence[3]
5	Very Complex	Accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
4	Very Complex	Mostly accurate	Explicit and inferential
	Moderately Complex	Accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
3	Very Complex	Generally accurate	Explicit and inferential
	Moderately Complex	Mostly accurate	Explicit and inferential
	Readily Accessible	Accurate	Explicit and inferential
2	Very Complex	Inaccurate	Explicit
	Moderately Complex	Minimally accurate	Explicit and inferential
	Readily Accessible	Mostly accurate	Explicit and inferential

1. Text Complexity

The PARCC complexity framework reflects the importance of text complexity as it relates to the CCSS, which indicates that 50 percent of an item's complexity is linked to the complexity of the text(s) used as the stimulus for that item. Consequently, to determine students' performance levels, it is critical to identify the pattern of responses when students respond to items linked to passages with distinct text complexities. To this end, PARCC has developed a clear and consistent model to define text complexity and has determined to use three text complexity levels: readily accessible, moderately complex, or very complex. For more information on text complexity, refer to the CCSS Appendix A (http://www.corestandards.org/ELA-Literacy) and Appendix B (http://www.corestandards.org/ELA-Literacy).

PARCC uses two components for determining text complexity for **all** passages:

a. Three quantitative text complexity measures (Reading Maturity Metric, Source Rater, and Lexile) will be used to analyze all reading passages to determine **an initial** recommendation for placement of a text into a grade band and subsequently a grade level.

b. Complexity Analysis Worksheets (www.PARCConline.org), one for informational text and one for literary text, are then used to determine qualitative measures. Trained evaluators use these worksheets to determine a recommendation for qualitative text complexity within the grade level, with each text defined as readily accessible, moderately complex, or very complex.

For multimedia texts, qualitative judgments from one or both of the "optional" categories in the Complexity Analysis Worksheet will be combined with judgments in the other categories to make a holistic determination of the complexity of the material.

2. Range of Accuracy

There are three types of items on the PARCC summative assessments. For Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items, the design is such that the items help contribute to an understanding of how accurately students comprehend text (demonstrate mastery of CCSS Reading Standards 2-10). Some of these items offer opportunities for students to receive partial credit based on the range of accuracy. For Prose-Constructed Response (PCR) items, PARCC has developed draft scoring rubrics (http://www.parcconline.org/samples/item-task-prototypes) that include a Reading dimension to measure comprehension. Scores on the PCR items contribute to an evaluation of the degree to which a student can accurately comprehend a text.

The PARCC assessment Performance Level Descriptors (PLDs) describe four levels of accuracy at grades 3-5 and five levels of accuracy at grades 6-11 that are determined using the reading data collected through EBSR, TECR, and PCR items:

Accurate – The student is able to accurately state both the general ideas expressed in the text(s) and the key and supporting details. The response is complete, and the student demonstrates <u>full</u> understanding.

Mostly accurate – The student is able to accurately state most of the general ideas expressed in the text(s) and the key and supporting details, but the response is incomplete or contains minor inaccuracies. The student demonstrates <u>extensive</u> understanding.

Generally accurate – The student is able to accurately state the gist of the text(s) but fails to accurately state the key and supporting details in the text or to connect such details to the overarching meaning of the text(s). The student demonstrates <u>basic</u> understanding. This level of accuracy is used only in grades 6-11.

Minimally accurate – The student is unable to accurately state the gist of the text(s) but is able to minimally state some of the key or supporting details with accuracy. The student does not connect the specific details of the text to the overarching meaning(s) of the text. The student demonstrates <u>minimal</u> understanding.

Inaccurate – The student is unable to accurately state either the gist of the text or the key and supporting details evident in the text. The student demonstrates <u>limited</u> understanding.

3. Quality of Evidence

All items are designed to contribute to an understanding of how students "read closely to determine what the text says explicitly and to make logical inferences from it" and "cite specific textual evidence when writing or speaking to support conclusions drawn from the text" (CCSS Anchor Reading Standard 1). Some items offer opportunities for students to receive partial credit based on the quality of evidence provided. Students support their comprehension with explicit and/or inferential evidence:

Explicit evidence – Students show how the explicit words and phrases (details) from the text support statements made about the meaning of the text.

Inferential evidence – Students show how inferences drawn from the text support statements made about the meaning of the text.

Reading Sub-Claims	**Reading Literature** Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.	**Reading Information** Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational text.	**Vocabulary Interpretation and Use** Students use context to determine the meaning of words and phrases.
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Literary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Informational Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs	**See Vocabulary Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	**Level 4**	**Level 3**	**Level 2**
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the ability to do generally accurate analyses of the text, showing basic understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With moderately complex text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do accurate analyses of the text, showing full understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.	In **reading**, the pattern exhibited by student responses indicates: • With very complex text, students demonstrate the inability to do an accurate analysis of the text, showing limited understanding of the text when referring to explicit details and examples in the text. • With moderately complex text, students demonstrate the ability to do minimally accurate analyses of the text, showing minimal understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text. • With readily accessible text, students demonstrate the ability to do mostly accurate analyses of the text, showing extensive understanding of the text when referring to explicit details and examples in the text and when supporting sound inferences drawn from the text.

Writing Sub-Claim for Written Expression: Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates <u>distinguished</u> command of the grade-level standards.	A student who achieves at **Level 4** demonstrates <u>strong</u> command of the grade-level standards.	A student who achieves at **Level 3** demonstrates <u>moderate</u> command of the grade-level standards.	A student who achieves at **Level 2** demonstrates <u>partial</u> command of the grade-level standards.
In **writing**, students address the prompts and <u>consistently</u> provide <u>effective</u> and <u>comprehensive</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective and comprehensive development of the claim, topic, and/or narrative elements, using clear convincing reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements consistently appropriate to the task, purpose, and audience. • Demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>effective</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating <u>effective</u> coherence, clarity, and/or cohesion. The student: • Provides effective development of the claim, topic, and/or narrative elements, using clear reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience. • Demonstrates a great deal of coherence, clarity, and cohesion and includes an introduction, conclusion, and a logical progression of ideas. • Establishes and maintains an effective style, while attending to the norms and conventions of the discipline. • Effectively draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes mostly precise language including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>adequate</u> development of ideas, including when drawing evidence from multiple sources, while demonstrating coherence, clarity, and/or cohesion. The student: • Provides some development of the claim, topic, and/or narrative elements, using some reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is somewhat appropriate to the task, purpose, and audience. • Demonstrates some coherence, clarity, and cohesion and includes an introduction, conclusion, and logically grouped ideas. • Establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. • Draws evidence from literary or informational texts to support analysis, reflection, and research. • Includes some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	In **writing**, students address the prompts and provide <u>partial</u> development of ideas, including when drawing evidence from multiple sources, while <u>minimally</u> demonstrating <u>limited</u> coherence, clarity, and/or cohesion. The student: • Provides minimal development of the claim, topic, and/or narrative elements, using limited reasoning, details, text-based evidence, and/or description. • Develops claim, topic, and/or narrative elements in a manner that is limited in its appropriateness to the task, purpose, and audience. • Demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear. • Has a style that has limited effectiveness, with limited awareness of the norms of the discipline. • Draws minimal evidence from literary or informational texts to support analysis, reflection, and research. • Includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.

Writing Sub-Claim for Knowledge of Language and Conventions: Students demonstrate knowledge of conventions and other important elements of language.	
EVIDENCES: Students are expected to produce responses that demonstrate the skills and content listed in the evidence tables at the accuracy level and with the quality of evidence as described for students at each level.	**See Writing Evidence Table** http://www.parcconline.org/assessment-blueprints-test-specs

Level 5	Level 4	Level 3	Level 2
A student who achieves at **Level 5** demonstrates distinguished command of the grade-level standards.	A student who achieves at **Level 4** demonstrates strong command of the grade-level standards.	A student who achieves at **Level 3** demonstrates moderate command of the grade-level standards.	A student who achieves at **Level 2** demonstrates partial command of the grade-level standards.
In **writing**, students demonstrate full command of the conventions of Standard English consistent with edited writing. There may be a few minor errors in grammar and usage, but meaning is clear throughout the response.	In **writing**, students demonstrate command of the conventions of Standard English consistent with edited writing. There may be some distracting errors in grammar and usage, but overall meaning is clear.	In **writing**, students demonstrate moderate command of the conventions of Standard English consistent with edited writing. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	In **writing**, students demonstrate limited command of the conventions of Standard English consistent with edited writing. There are multiple patterns of errors in grammar and usage that impede understanding, demonstrating minimal control over language.