



Understanding the ELA/Literacy Evidence Tables





Evidence-Centered Design (ECD)

Claims

Design begins with the inferences (**claims**) we want to make about students

Evidence

In order to support **claims**, we must gather **evidence**

Task Models

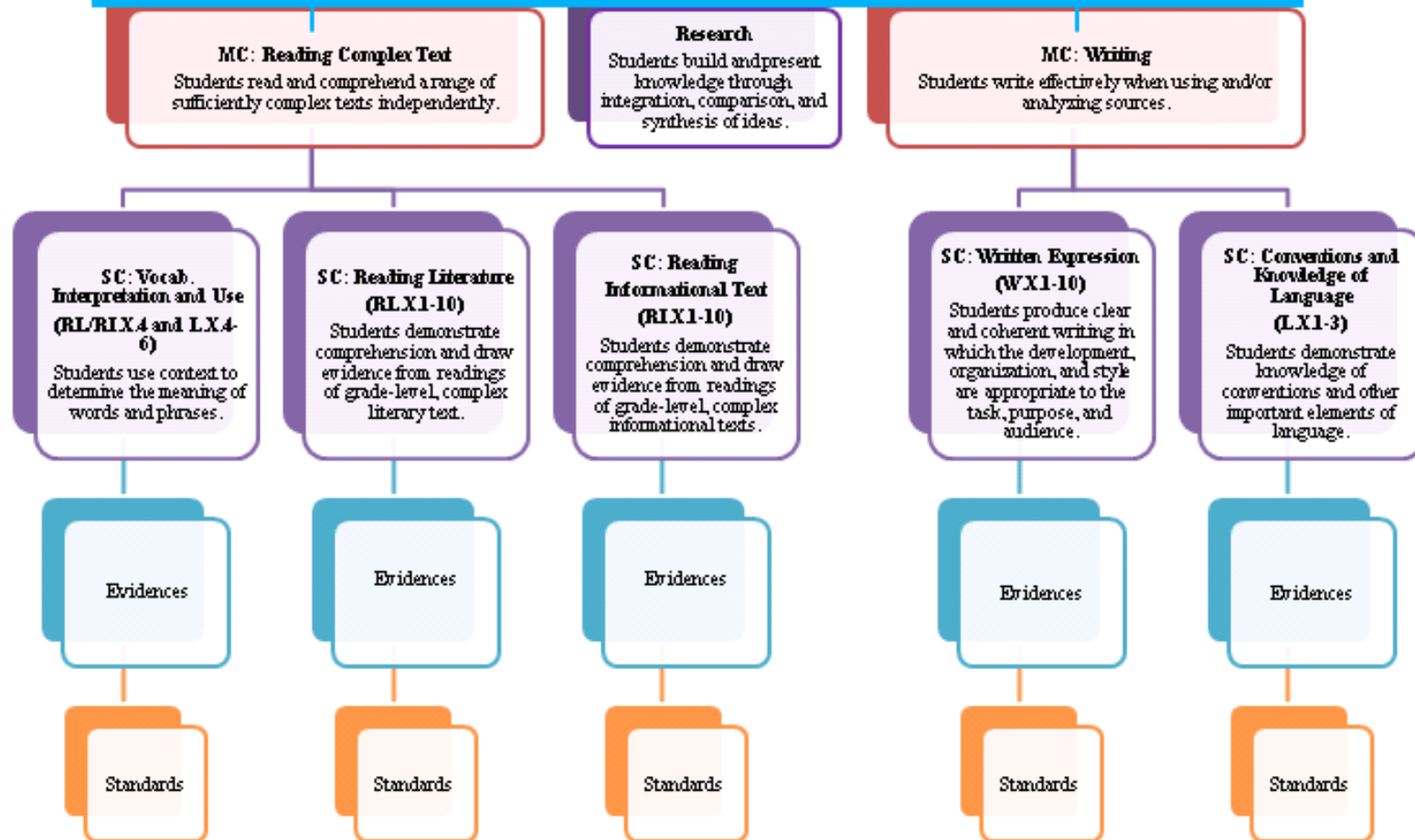
Tasks are designed to elicit specific **evidence** from students in support of **claims**

ECD is a deliberate and systematic approach to assessment development that will help to **establish the validity** of the assessments, **increase the comparability** of year-to-year results, and **increase efficiencies/reduce costs**.

Claims for ELA/Literacy

ELA/Literacy for Grades 3–11

"On Track" Master Claim/Reporting Category: Students are "on track" to college and career readiness in ELA/Literacy.



Key

MC: Major Claim/Reporting Category- A claim for which we will provide a scale score

SC: Sub Claim/Reporting Category- A claim for which we will provide one or more types of raw data



What are ELA Evidence tables?

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

Reading an Evidence Table

Grade
Claim

Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment
	The student's response:
RL1	<ul style="list-style-type: none"> Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) Provides references to details and/or examples in a text when explaining when explaining the basis for the answers. (2)
RL2	<ul style="list-style-type: none"> Provides a recounting of stories, including fables, folktales and myths from diverse cultures. (1) Provides a statement of the central message, lesson or moral in a text. (2) Provides an explanation of how a central message, lesson or moral is conveyed through details in a text. (3)
RL3	<ul style="list-style-type: none"> Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL5	<ul style="list-style-type: none"> Provides references to parts of stories dramas, and poems when writing about a text, using terms such as chapter, scene and stanza. (1) Provides a description of how each successive part of a text builds on earlier sections. (2)
RL7	<ul style="list-style-type: none"> Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
RL9	<ul style="list-style-type: none"> Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) Provides a comparison and contrast the plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

Standards:
RL – Reading
Literary
RI – Reading
Information

Evidences

Reading an Evidence Table for Grades 6 -11

Standards:
In **Grades 6 – 11**
Literacy Standards
for **Reading History/**
Social Studies and for
Reading Science/
Technical
are added

RH – Reading History/
Social Studies
RST – Reading Science/
Technical

Grade: 7	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1 RST 1 RH 1	<ul style="list-style-type: none"> For RI 1, provides several pieces of textual evidence to support analysis of what the text says explicitly. (1) For RI 1, provides several pieces of textual evidence to support analysis of inferences drawn from the text. (2) For RST 1 and RH 1, provides textual evidence to support an analysis of science and/or technical texts and historical primary and/or secondary sources. (3)
RI 2 RST 2 RH 2	<ul style="list-style-type: none"> Provides a statement of central idea(s) of a text. (1) Provides an analysis of the development of central idea(s) over the course of the text. (2) Provides an objective summary of a text. (3)
RI 3 RST 3 RH 3	<ul style="list-style-type: none"> For RI 3, provides an analysis of the interactions between individuals, events, and/or ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events). (1) For RST 3, demonstrates an ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (2) For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (3)
RI 5 RST 5 RH 5	<ul style="list-style-type: none"> For RI 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (1) For RST 5, provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. (2) For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, casually). (3)
RI 6 RST 6	<ul style="list-style-type: none"> For RI 6, provides a statement of an author's point of view in a text. (1) For RI 6, provides a statement of an author's purpose in a text. (2) For RI 6, provides an analysis of how the author distinguishes his or her position from that of others. (3) For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)

Reading a Vocabulary Evidence Table

Grade: 3

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment (The student's response):
RL 4	<ul style="list-style-type: none">Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)
RI 4	<ul style="list-style-type: none">Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)
L 4	<ul style="list-style-type: none">Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
L 5	<ul style="list-style-type: none">Provides distinctions between the literal and nonliteral meanings of words and phrases. (1)Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>). (3)
L 6	<ul style="list-style-type: none">Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (1)

Standards:
L – Language

Reading a Writing Evidence Table

Standards:
W – Writing

Grade: 3	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	Evidences:
<p>W1</p> <p>Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u>.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>. Provide reasons that support the opinion. Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section. 	<p>Written Expression:</p> <p>Development of Ideas</p> <ul style="list-style-type: none"> The student response addresses the prompt and shows effective development of the topic and/or narrative elements¹ by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose. <p>Organization</p> <ul style="list-style-type: none"> The student response consistently demonstrates purposeful and controlled organization² and includes an introduction and conclusion. <p>Clarity of Language</p> <ul style="list-style-type: none"> The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
<p>W2</p> <p>Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly</u>.</p> <ol style="list-style-type: none"> Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension</u>. <u>Develop the topic with</u> facts, definitions, and <u>details</u>. <u>Use linking words and phrases</u> (e.g., <i>also, another, and, more, but</i>) <u>to connect ideas within categories of information</u>. Provide a concluding statement or section. 	
<p>Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</u>.</p> <ol style="list-style-type: none"> <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds</u> 	



Instructional uses for teachers

- to see ways to combine standards naturally when designing instructional tasks
- to help determine alignment of a complex text with standards for instructional passage selection
- to develop the stem for questions/tasks for instruction aligned with the standards
- to determine and create instructional scaffolding (to think through which individual, simpler skills can be taught first to build to more complex skills)
- to develop rubrics and scoring tools for classroom use



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