



PARCC Scoring of Prose Constructed Response Items:

The PARCC Summative Assessments will include three performance-based tasks, each culminating in a prose constructed response (PCR) item. The narrative writing task requires that students write using a text stimulus, but the response is scored only for written expression and knowledge of language and conventions. The other two PCRS, associated with the Research Simulation Task and the Literary Analysis Task, are scored for reading, written expression, and knowledge of language and conventions.

PARCC has developed draft generic rubrics for the scoring of the three PCR items. The language of these rubrics is aligned to the CCSS, the PARCC writing evidences, and the PARCC content specific performance-level descriptors at the given grade level. To ensure reliable scoring of each PCR, PARCC will create an item specific scoring guide that includes sample scored and annotated student writings produced in response to the specific item. Human scorers will be trained to use the item-specific scoring guides developed for each PCR, with reliability of scoring for each scorer checked carefully throughout the scoring process.

Potential uses for the PARCC rubrics during classroom instruction:

- Since the PARCC rubrics use the language of the CCSS, teachers may find them useful tools to score final written essays and writings produced during classroom instruction. Teachers using the generic rubrics for classroom assessment purposes will likely want to pull together assignment-specific examples of student writing that meet the top score points and use these samples and the language of the rubric to show students models of excellence. Teachers may also wish to work with students who have not achieved excellence to discuss how those students' individual works, with effective revisions, could better meet the criteria for excellence described in the rubric (i.e. to best meet the grade-level CCSS).
- After standard setting for the first operational PARCC assessments, teachers will be able to use released sample tasks and the annotated scoring guides to understand the rigor required to produce "on track" or "college and career ready" work as defined by the PARCC assessments. Prior to that time, teachers may find it useful to continue to work collaboratively and to discuss student performances to accurately and fairly assess student work.
- When working to help students develop an understanding of specific writing skills, the classroom teacher may use language from one of the dimensions on the rubric, along with models of student writing, to exemplify the criteria for mastery of a skill.
- Teachers may use language from the draft rubrics to create their own classroom rubrics or other formative assessment tools that are aligned to the standards.



Cautions:

- Until standard setting is completed and complete performance-based tasks, along with scored student responses, are released, educators should be cautious in making assumptions about where the standard will be set to allow for a student response to be considered “on track” to, or representing, college- and career-ready performance levels.
- The draft rubrics are not designed to replace the CCSS—teachers should focus instruction on the standards and not on the rubrics.
- The draft rubrics are designed to allow for assessment of summative, final PARCC prose constructed response items. Research on best practices in teaching and assessing ELA suggests that it would be unwise and counterproductive to expect students to use these rubrics as “checklists” to produce writing.

Research on use of rubrics in teaching English Language Arts:

Below are a few readily available online resources which may be helpful as teachers consider how best to use the released PARCC draft rubrics:

1. The Center for Advanced Research on Language Acquisition (CARLA):
http://www.carla.umn.edu/assessment/vac/Evaluation/p_4.html
2. An article in ASCD’s Ed Leadership Journal :
<http://www.ascd.org/publications/educational-leadership/feb00/vol57/num05/Using-Rubrics-to-Promote-Thinking-and-Learning.aspx>
3. A primer on rubrics from Saskatchewan Learning (1998):
http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=13&ved=0CDYQFjACOAo&url=http%3A%2F%2Fwww.education.gov.sk.ca%2FDefault.aspx%3FDN%3Dc300841e-940f-48ac-867d-dc7d5fbcc575&ei=5qb2UakLzuPgA9P-gfgP&usg=AFQjCNGXptLEn8ppPv_oxfWbimpdmO86Q&sig2=aOCseZkyUr-ywlmJrzeH1w