

Graphic Organizers as Assessments

PARCC uses graphic organizers to assess students' ability to analyze what they read. They are online, so they are called Technology Enhanced Constructed Responses (TECRs).

The PARCC TECR is a question that students respond to by moving text or highlighting text.

Kinds of TECRs include

- completing a graphic organizer to sequence events
- identifying the most important elements of a story or article for a summary and moving them into a graphic organizer in the order in which they should be included in the summary
- providing evidence in a chart to compare and contrast two characters or a story and a poem

Here are 3 examples from PARCC:

- Select one sentence from this drop-down menu that describes what is happening in this picture. Then select one sentence from the next drop-down menu that describes what the picture adds to the story.
- Using the list of events in the article ..., complete the diagram to show a cause, its effects, and then the response.
- Drag and drop the events into the correct sequence to create a summary. Use the events that are **most** important in the passage. Not all the statements will be used.

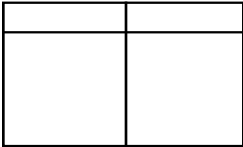

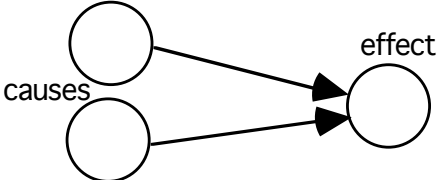
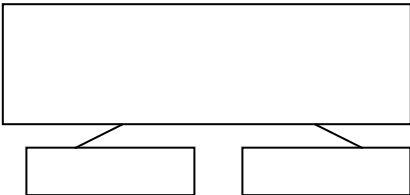
What are the implications for instruction and assessment?

- > Systematically use graphic organizers to guide students to analyze what they read.
- > Strategically use graphic organizers to instantly assess students' competencies.

This guide includes examples of literacy analysis graphic organizers based on PARCC samples.



Graphic Organizer Models

Organizer	Examples of Kinds of Questions				
LIST • • •	✓ List five facts from the passage. ✓ List two opinions from the passage.				
CLASSIFY 	✓ List information about the setting in column 1. ✓ List information about the characters in column 2.				
SEQUENCE 	✓ Put the events in order on the timeline. ✓ Then predict what will happen next.				
COMPARE/CONTRAST <table border="1" data-bbox="212 915 787 1026"> <thead> <tr> <th>Similarities</th><th>Differences</th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> </tbody> </table>	Similarities	Differences			✓ Compare and contrast the passage you read this week with the passage you read last week.
Similarities	Differences				
 ANALYZE/INFER RELATIONSHIPS	✓ Note two causes of the problem. ✓ Then list the problem in the effect circle. ✓ Then tell how people responded to the problem.				
INFER THE MAIN IDEA 	✓ Write the Main Idea of one paragraph in the big rectangle. ✓ Note two facts that support it in the boxes.				
Support a Conclusion <table border="1" data-bbox="191 1688 787 1877"> <thead> <tr> <th>Conclusion</th><th>Evidence</th></tr> </thead> <tbody> <tr> <td> </td><td> </td></tr> </tbody> </table>	Conclusion	Evidence			✓ Give two examples from the text that support your conclusion.
Conclusion	Evidence				



PARCC-Based Constructed Responses Using Graphic Organizers

NONFICTION

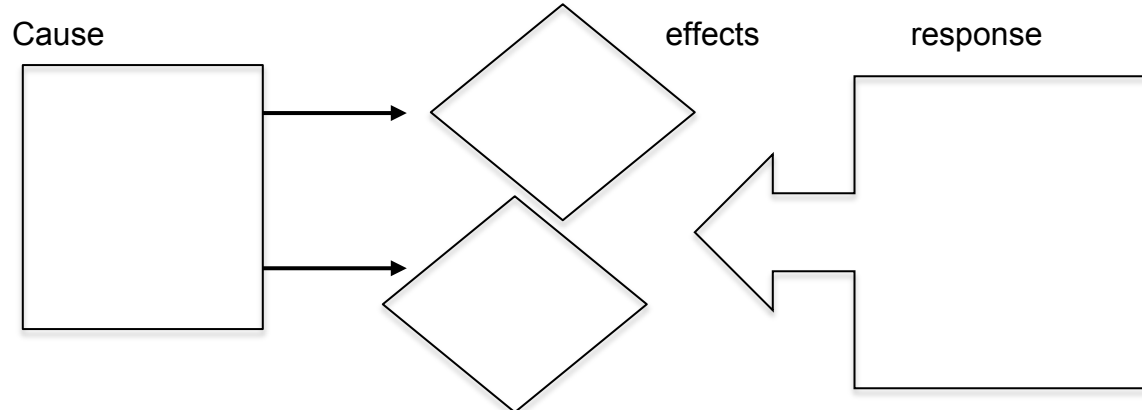
Compare and contrast the kinds of information each writer includes.

- List important information from passage 1 in column 1.
- List important information from passage 2 in column 2.

Important Information from passage 1	Important Information from passage 2

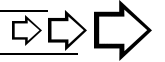
Put X next to the kinds of information **both writers** include.

Complete the diagram to show the cause, its effects, and the response.



Create a summary by putting the most important events in correct sequence.

First	
Then	
Then	
Last	

**Read the two passages.**

Then put the central idea from each in the two columns.

Then cite one example from each that strongly supports that central idea.

Passage 1	Passage 2
Central Idea	Central Idea
Important Example that supports it.	Important example that supports it.

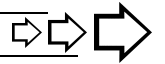
The writer makes a claim in the passage.

In the chart list one main strategy the writer uses to support it.

Then list three examples that show that the writer uses that strategy.

Strategy: _____

EXAMPLES



Select one central idea that is developed in all three texts.

Central Idea that is developed in all three texts:

Then select one sentence from each text that supports the central idea.

Supporting sentences.

Text 1	Text 2	Text 3

Choose three details from the article that should be included in a summary of the passage.

List them in the order in which they should be included in the summary.

First	
Next	
Last	

Read the text. Then list two statements that represent facts and two that represent reasoned judgments.

Facts	Reasoned Judgments