

PARCC Prose Constructed Response (PCR)

There are three kinds of PCRs on PARCC:

Source: PARCCOnline.org

Literature Task	Narrative Task broadens the way in which students may use this type of writing.	Research Simulation Task
<p>This task will ask students to carefully consider literature worthy of close study and compose an analytic essay.</p>	<p>In this task, students may be asked to write a story (or the next part of a story), detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example.</p>	<p>In this task, students will analyze an informational topic presented through articles or multimedia, the first text being an anchor text that introduces the topic.</p> <p>Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an analytic essay.</p>

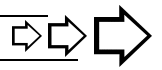
PARCC Explanation (PARCCOnline.org)

Questions that require a written response:

- Allow students to **elicit evidence** demonstrating that they have understood a text or texts read
- Allow students to **demonstrate that they can communicate that understanding well** both in terms of written expression and knowledge of language and conventions
- Allow teachers the **opportunity to provide feedback** on how individual pieces of writing meet or do not meet the criteria for quality writing

WRITTEN RESPONSE TASKS

- Written tasks should require **writing to sources** rather than to a de-contextualized or generalized prompt



Written Response Tasks—THE PCR

Each PARCC PCR is a task that students complete after responding to a series of questions about the readings. If the question requires students to complete a task based on more than one reading, first they analyze each of the readings, responding to questions specific to each one. Then they respond to the task after they have thought through the readings. *In some of the assessments, students analyze readings and a video.*

Samples (Source: PARCConline.org)

Each of these is a task that students complete after responding to a series of questions about the readings. If the question requires students to complete a task based on more than one reading, first they analyze each of the readings, responding to questions specific to each one. Then they respond to the task after they have thought through the readings.

Third Grade Constructed Response

Old Mother West Wind and the Sandwich both try to teach important lessons to characters in the stories. Write an essay that explains how Old Mother West Wind's and the Sandwich's words and actions are important to the plots of the stories. Use what you learned about the characters to support your essay.

This story tells about Derrick's first camping trip.

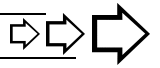
Write Derrick's journal entry about this camping trip. Include information about how the characters responded to the events in the story as you write the journal.

Fourth Grade Constructed Response

Identify a theme in "Just Like Home" and a theme in "Life Doesn't Frighten Me." Write an essay that explains how the theme of the story is shown through the characters and how the theme of the poem is shown through the speaker. Include specific details from the story and the poem to support your essay.

Your class has been studying about the survival of the ponies on Assateague Island. Using information from the articles and the video, describe the roles that both the horses and humans play in the horses' survival. Use evidence from the articles and the video to support your answer.

In "Those Wacky Shoes," a girl has to outsmart a pair of shoes. Think about the details the author uses to create the characters, settings, and events. Imagine that you, like the girl in the story, find a pair of wacky shoes that won't come off. Write a story about how you find the pair of wacky shoes and what happens to you when you are wearing them. Use what you have learned about the wacky shoes when writing your story.

**Fifth Grade Constructed Response**

The stories titled *Ida B* and *Moon Over Manifest* both include events that did not happen. Write an essay describing how each narrator's point of view influenced how these events are described. Be sure to use details from both stories.

Compare how the articles by Lauren Tarshis and Dyan deNapoli and the video describe penguin rescue efforts after oil spills. Support your essay with information from all three sources.

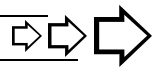
You have read a passage from "The Growin' of Paul Bunyan." Think about how the story would be different if it were told from Johnny's point of view. Write a narrative story retelling the story from the point of view of Johnny. Be sure to use supporting details from the passage.

Sixth Grade Constructed Response

You have read the passage from *Boy's Life* and "Emancipation: A Life Fable." Both texts develop the theme of freedom. Write an essay that compares and contrasts the approaches each text uses to develop the theme of freedom.

You have read two texts and viewed one video that claim that the role of zoos is to protect animals. Write an essay that compares and contrasts the evidence each source uses to support this claim. Be sure to use evidence from all three sources to support your response.

In the passage from *Magic Elizabeth*, the author creates a vivid setting and two distinct characters, Mrs. Chipley and Sally. Think about the details the author uses to establish the setting and the characters. Write an original story about what happens when Sally arrives at Aunt Sarah's house. In your story, be sure to use what you have learned about the setting and the characters as you tell what happens next.

**Seventh Grade Constructed Response**

You have read a passage from *The Count of Monte Cristo* and a scene from *Blessings*. Think about the similarities and differences in how the two authors develop the themes in each text.

Write an essay in which you identify a theme from each text and analyze how each theme is developed. Be sure to include specific details from both selections.

You have learned about electricity by reading two articles, “Energy Story” and “Conducting Solutions,” and viewing a video clip titled “Hands-on Science with Squishy Circuits.”

In an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source.

At the end of the passage, Howie tells Kevin that he is not making a good case. Write an original story that describes what Kevin does next to try to change Howie’s mind about paying for Cromwell’s training. In writing your story:

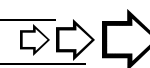
- Consider what actions Kevin might take or what Kevin might say that would strengthen his case.
- Be sure to use what you have learned about the setting, characters, and plot of the passage.

Eighth Grade Constructed Response

In *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

Write an essay comparing the information presented in the video with that presented in the article “Elephants Can Lend a Helping Trunk” and the passage from “Elephants Know When They Need a Helping Trunk in a Cooperative Task.” Remember to use evidence from the video, the article, and the passage to support your answer.

Write a continuation of the story of Bahauddin Shah using details from the passage. Describe what you think might happen after Bahauddin Shah climbs out of the Salt Caverns. What obstacles might he face, and what actions might he take to overcome them?



PARCC PCRs Require Multiple Connected Standards

Sample PARCC Prose Constructed Response—7th Grade

History is an opportunity to evaluate claims.

7th grade PARCC Sample Pilot Items

Source: PARCConline.org

Session 1:

Students begin by reading an anchor text that introduces the topic. Items ask students to gather key details about the passage to support their understanding.

Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan’s plane crashed into the Pacific Ocean.
	People don’t really know where Earhart and Noonan died.

Part A

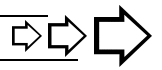
Which claim is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

Part B

Click on two facts within the article that best provide evidence to support the claim selected in Part A.

Part C

Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.

**Session 2: (Source: PARCConline.org)**

Students read two additional sources (may include a multimedia text) and answer a few questions about each text to learn more about the topic so they are ready to write the final essay and to show their reading comprehension.

Finally, students mirror the research process by synthesizing their understandings into an analytic essay using textual evidence from several of the sources.

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

“Biography of Amelia Earhart”

“Earhart’s Final Resting Place Believed Found”

“Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

The PARCC Standards Specifications

Specific CCSS alignment to:

- RI.7.1 (use of evidence);
 - RI.7.8 (evaluate claims in a text);
 - RI.7.9 (comparison of authors’ presentation);
 - RI.7.10 (complex texts).
 - W.7.2 (writing to inform and explain);
 - W.7.4 (writing coherently);
 - W.7.7 (conduct short research projects);
 - W.7.8 (gather relevant information from multiple sources); W.7.9 (drawing evidence from texts).
 - L.7.1-3 (grammar and conventions).
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- ✓ Measures the ability to *compare and synthesize ideas* across multiple texts and the ability to analyze the strength of various arguments.
 - ✓ Asks students to *write to sources* rather than write to a de-contextualized prompt.
 - ✓ Focuses on students rigorously *citing evidence* for their answer.
 - ✓ Requires students to delve deeply into multiple texts to gather evidence to analyze a given claim, *simulating the research process*.
 - ✓ Requires students to demonstrate they can apply the *knowledge of language and conventions* when writing.