

# English Language Arts (ELA) Content Guide for the New Jersey Graduation Proficiency Assessment (NJGPA)



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## ELA Content Guide for the NJGPA

The ELA component of the NJGPA is designed to measure the degree to which a student has demonstrated graduation readiness in ELA. The assessment requires students to read and analyze passages from authentic fiction and nonfiction texts, drawing evidence from the readings. The test can also include multimedia stimuli such as video or audio. Students will undertake close, analytic reading, synthesize ideas within and across texts, apply vocabulary knowledge, and write effectively when analyzing sources.

### Overview of ELA Component of the NJGPA

The ELA component of the NJGPA:

- Includes 20 items for a total of 74 points.
- Consists of two 90-minute units — the same number of units and time structure as NJSLA-ELA.
- Utilizes one test blueprint embedded with a Literary Analysis Task and Short Passage Set (Unit 1), and Research Simulation Task (Unit 2).
- Includes items aligned to the grade 10 standards and evidence statements.
- Contains the same item types as NJSLA-ELA: Evidence-Based Selected Response (EBSR), Technology-Enhanced Constructed Response (TECR), and Prose Constructed Response (PCR) items.
- Incorporates writing tasks that will be scored using the same Research Simulation Task and Literary Analysis Task Scoring Rubric.
- Utilizes TestNav — the same online testing platform used for NJSLA.
- Generates an Individual Student Report (ISR) that will report on the same category claims and subclaims as NJSLA-ELA.
- Offers practice tests, available on the [NJSLA Resource Center](#), to help students and educators familiarize themselves with the testing platform, item types, and item functionality.

# ELA Blueprint for the NJGPA

The ELA blueprint for the NJGPA defines the total number of tasks and points. Items align to the grade 10 standards and evidence statements.

### Item-Type Acronyms

**EBSR:** Evidence-Based Selected Response

**TECR:** Technology-Enhanced Constructed Response

**PCR:** Prose Constructed Response

## Unit 1: Literary Analysis Task

### 2 Passages

Claims/Subclaims	Points from EBSR/TECR Items	Points from PCRs
Reading: Literary Text	8	4
Reading: Vocabulary	4	0
Writing: Written Expression	0	12
Writing: Knowledge of Language and Conventions	0	3

## Unit 1: Short Passage Set

### 1 Passage

Claims/Subclaims	Points from EBSR/TECR Items	Points from PCRs
Reading: Informational Text	6	N/A
Reading: Vocabulary	2	N/A

## Unit 2: Research Simulation Task

### 3 Passages

Claims/Subclaims	Points from EBSR/TECR Items	Points from PCRs
Reading: Informational Text	12	4
Reading: Vocabulary	4	0
Writing: Written Expression	0	12
Writing: Knowledge of Language and Conventions	0	3

## Total Units

### 6 Passages

Claims	Total Points from EBSR/TECR Items	Total Points from PCRs
All	36 Reading	8 Reading 30 Writing

Districts that have been selected for field testing will have an additional ELA unit embedded in the assessment.

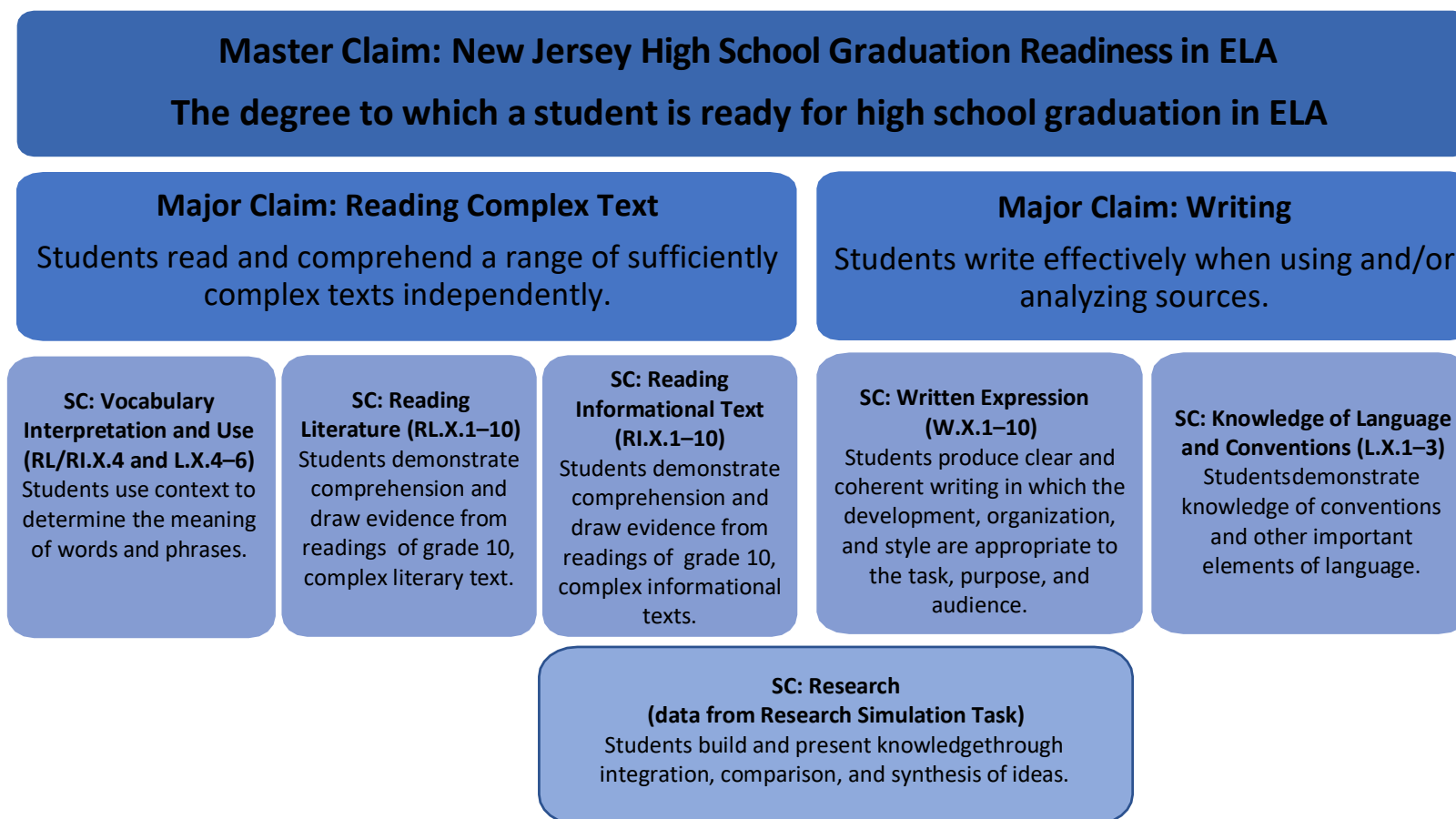
## ELA Assessment Claims Structure

What follows is an outline of a set of assessment claims and reporting categories based on the critical literacy skills and priorities specified in the standards. The assessment claims call for students to demonstrate their deep understanding of the text under review and perform several tasks to ensure the assessment measures the degree to which a student is ready for high school graduation in ELA.

Within the assessment, there are three types of claims, and each claim has its own reporting category that uses an appropriate reporting metric:

- *The Master Claim* is the overall performance goal for ELA — students demonstrate the degree to which they are ready for high school graduation in ELA.
- *Major Claims* are designed to elicit sufficient evidence to yield scale scores for making longitudinal comparisons.
- *Subclaims* are designed to elicit additional data in support of the major claims while providing data that helps educators to focus instruction on key priorities.

### ELA Assessment Claims Structure:



## ELA Point Distribution by Claim

The following tables display the distribution of points by claim and identify the evidence statements aligned with the claim.

### Major Claim: Reading Complex Texts – 44 total points

Subclaims for Reading Complex Texts	Evidence Statements	Points
Reading Literature	RL 1–3, 5–7, 9	12
Reading Informational Text	RI (RST, RH) 1–3, 5–9	22
Vocabulary Interpretation and Use	RL 4, RI (RST, RH) 4, L 4–6	10

### Major Claim: Writing – 30 total points

Subclaims for Writing	Evidence Statements	Points
Written Expression	W 1–10	24
Knowledge of Language and Conventions	W 1–10	6

The ELA component of the NJGPA consists of **74 total points**, distributed across the two major claims.

## Evidence Statements

The evidence statements describe what a student needs to be able to do to show mastery of a standard. They are derived directly from the language of the standards and support the Reading, Writing, and Vocabulary claims. Items are designed to measure the claim that the standards and evidence statements address.

### Reading Evidence Statements

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Standards:	Evidences to be measured on the assessment (the student's response):
<b>RL 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Provides strong and thorough textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b>. (1)</li> </ul>
<b>RL 2:</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Provides a statement of a theme or central idea of a text. (1)</li> <li>Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. (2)</li> <li>Provides an objective summary of a text. (3)</li> </ul>
<b>RL 3:</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<ul style="list-style-type: none"> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>develop</b> over the course of a text. (1)</li> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>interact with</b> other characters over the course of the text. (2)</li> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>advance the plot</b> over the course of the text. (3)</li> <li>Provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>develop the theme</b> over the course of the text. (4)</li> </ul>
<b>RL 5:</b> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> <li>Provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (1)</li> </ul>
<b>RL 6:</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<ul style="list-style-type: none"> <li>Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. (1)</li> </ul>
<b>RL 7:</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).	<ul style="list-style-type: none"> <li>Provides an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. (1)</li> </ul>

<b>Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</b>	
<b>Standards:</b>	<b>Evidences to be measured on the assessment (the student's response):</b>
<b>RL 9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<ul style="list-style-type: none"><li>• Provides an analysis of how an author draws on or transforms source material in a specific work. (1)</li></ul>



Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Standards:	Evidences to be measured on the assessment (the student's response):
<p><b>RI 1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RST 1:</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><b>RH 1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<ul style="list-style-type: none"> <li>• For RI 1, provides strong and thorough textual evidence to support analysis of what <b>the text says explicitly</b> and/or <b>inferences drawn from the text</b>. (1)</li> <li>• For RST 1, provides specific textual evidence to support an analysis of science and/or technical texts, attending to the precise details of explanations or descriptions. (3)</li> <li>• For RH 1, provides textual evidence to support an analysis of primary and/or secondary sources, attending to such features as the date and origin of the information. (4)</li> </ul>
<p><b>RI 2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>RST 2:</b> Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><b>RH 2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<ul style="list-style-type: none"> <li>• Provides a statement of central idea(s) of a text. (1)</li> <li>• Provides an analysis of the development of central idea(s) over the course of the text, including how the central idea emerges and is shaped and refined by specific details. (2)</li> <li>• For RI/RST 2, provides an objective summary of a text. (3)</li> <li>• For RST 2, provides a statement of the conclusions of a text. (4)</li> <li>• For RST 2, demonstrates the ability to trace the text's explanation or depiction of a complex process, phenomenon, or concept. (5)</li> <li>• For RH 2, provides an accurate summary of how key events or ideas develop over the course of the text. (6)</li> </ul>
<p><b>RI 3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>RST 3:</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p><b>RH 3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<ul style="list-style-type: none"> <li>• For RI 3, provides an analysis of how the author unfolds an analysis or series of ideas or events, <b>including the order in which points are made</b>. (1)</li> <li>• For RI 3, provides an analysis of how the author unfolds an analysis or series of ideas or events, <b>including how they are introduced and developed</b>. (2)</li> <li>• For RI 3, provides an analysis of how the author unfolds an analysis or series of ideas or events, <b>including the connections that are drawn between them</b>. (3)</li> <li>• For RST 3, demonstrates the ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (4)</li> <li>• For RH 3, provides a detailed analysis of a series of events, including whether earlier events caused later ones or simply preceded them. (5)</li> </ul>
<p><b>RI 5:</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> <li>• For RI 5, provides a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (1)</li> <li>• For RST 5, provides an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>). (2)</li> </ul>

Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Standards:	Evidences to be measured on the assessment (the student's response):
<p><b>RST 5:</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p> <p><b>RH 5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<ul style="list-style-type: none"> <li>• For RH 5, provides an analysis of how a text uses structure to emphasize key points or advance an explanation or analysis. (3)</li> </ul>
<p><b>RI 6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RST 6:</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p> <p><b>RH 6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<ul style="list-style-type: none"> <li>• For RI 6, provides a statement of an <b>author's point of view in a text</b>. (1)</li> <li>• For RI 6, provides a statement of an <b>author's purpose in a text</b>. (2)</li> <li>• For RI 6, provides an analysis of how the author uses rhetoric to advance his or her point of view or purpose. (3)</li> <li>• 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, defining the question the author seeks to address. (4)</li> <li>• For RH 6, provides a comparison of the points of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (5)</li> </ul>
<p><b>RI 7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>RST 7:</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>RH 7:</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<ul style="list-style-type: none"> <li>• For RI 7, provides an analysis of various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), including which details are emphasized in each account. (1)</li> <li>• For RST 7, provides a translation of quantitative or technical information <b>expressed in words in a text into visual form</b>. (2)</li> <li>• For RST 7, provides a translation of quantitative or technical information <b>expressed visually (e.g., in a table or chart) or mathematically (e.g., in an equation) into words</b>. (3)</li> <li>• For RH 7, provides an integration of quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (4)</li> </ul>
<p><b>RI 8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>RST 8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p>	<ul style="list-style-type: none"> <li>• For RI 8, provides a delineation of the argument and specific claims in a text. (1)</li> <li>• For RI 8, provides an assessment of whether the reasoning in the argument is valid. (2)</li> <li>• For RI 8, provides an assessment of whether the evidence is relevant and sufficient to support the claims. (3)</li> <li>• For RI 8, provides identification of false statements and fallacious reasoning. (4)</li> <li>• For RH 8, provides an assessment of the extent to which the reasoning and/or evidence in a text <b>support the author's claim</b>. (5)</li> <li>• For RST 8, provides an assessment of the extent to which the reasoning and/or evidence in a text <b>supports an author's claim or recommendation</b> for solving a scientific or technical problem. (6)</li> </ul>

Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Standards:	Evidences to be measured on the assessment (the student's response):
<b>RH 8:</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	
<p><b>RI 9:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p><b>RST 9:</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p><b>RH 9:</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<ul style="list-style-type: none"> <li>• For RI 9, provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. (1)</li> <li>• For RH 9, provides a comparison and contrast of treatments of several primary and secondary sources on the same topic. (2)</li> <li>• For RST 9, provides a comparison and contrast of information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (3)</li> </ul>

# Vocabulary Evidence Statements

Items are designed to measure the claim that the standards and evidence statements address.

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Standards:	Evidences to be measured on the assessment (the student’s response):
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. (1)</li> </ul>
<p><b>RI 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RH 4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p><b>RST 4:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. (1)</li> <li>• For RH 4, demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including words and phrases describing political, social, or economic aspects. (2)</li> <li>• For RST 4, demonstrates the ability to determine the meaning of symbols and key terms in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>. (3)</li> </ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (1)</li> </ul>

<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Standards:</b>	<b>Evidences to be measured on the assessment (the student's response):</b>
<p>(e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to interpret figures of speech in context. (1)</li> </ul>
<p><b>L 6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)</li> </ul>

# Writing Evidence Statements

Items are designed to measure the claim that the standards and evidence statements address and include the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12.

\*Changes in the Writing standards from the previous grade are in **bold text**.

Claim: Writing: Students write effectively when using and/or analyzing sources.		Evidences:
Standards:		
<p><b>W1</b></p> <p>Write arguments to support claims <b>in an analysis of substantive topics or texts, using valid reasoning</b> and relevant and <b>sufficient</b> evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce <b>precise</b> claim(s), distinguish the claim(s) from alternate or opposing claims and <b>create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</b></li> <li>b. <b>Develop</b> claim(s) and counterclaims fairly, <b>supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</b></li> <li>c. Use words, phrases, and clauses <b>to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</b></li> <li>d. Establish and maintain a formal style <b>and objective tone while attending to the norms and conventions of the discipline in which they are writing.</b></li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<p><b>Written Expression: Development of Ideas</b></p> <ul style="list-style-type: none"> <li>• The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>• The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone,<sup>3</sup> and/or domain-specific vocabulary.</li> </ul>	
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine and convey <b>complex</b> ideas, concepts, and information <b>clearly and accurately</b> through the <b>effective</b> selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize <b>complex</b> ideas, concepts, and information <b>to make important connections and distinctions</b>; include formatting (e.g., headings), graphics (e.g., <b>figures</b>, tables) and multimedia when useful to aiding comprehension.</li> </ul>	<p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	

<sup>1</sup> Per the CCSS, narrative elements in grades 3–5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects or people; developing characters’ personalities; and using dialogue as appropriate. In grades 6–8, narrative elements may include, in addition to the grades 3–5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters’ motives. In grades 9–11, narrative elements may include, in addition to the grades 3–8 elements: outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards for writing and elucidated in the scoring guide for each PCR.

<sup>2</sup> The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1–4 for writing, and elucidated in the scoring guide for each PCR.

<sup>3</sup> Tone is not assessed in grade 6.

Claim: Writing: Students write effectively when using and/or analyzing sources.		Evidences:
Standards:		Evidences:
	<ul style="list-style-type: none"> <li>b. Develop the topic with well-chosen, relevant, and <b>sufficient</b> facts, <b>extended</b> definitions, concrete details, quotations, or other information and examples <b>appropriate to the audience’s knowledge of the topic</b>.</li> <li>c. Use appropriate and varied transitions to <b>link the major sections of the text</b>, create cohesion, and clarify the relationships among <b>complex</b> ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to <b>manage the complexity of</b> the topic.</li> <li>e. Establish and maintain a formal style <b>and objective tone while attending to the norms and conventions of the discipline in which they are writing</b>.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (<b>e.g., articulating implications or the significance of the topic</b>).</li> </ul>	
<b>W3</b>	<p>Write narratives to develop real or imagined experiences or events using effective technique, <b>well-chosen</b> details, and well-structured event sequences.</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by <b>setting out a problem, situation, or observation, establishing one or multiple point(s) of view</b> and introducing a narrator and/or characters; <b>create a smooth progression of experiences or events</b>.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and <b>multiple plot lines</b>, to develop experiences, events and/or characters.</li> <li>c. Use a variety of <b>techniques to sequence events so that they build on one another to create a coherent whole</b>.</li> <li>d. Use precise words and phrases, <b>telling</b> details and sensory language to <b>convey a vivid picture of the</b> experiences, events, <b>setting</b> and/or <b>characters</b>.</li> <li>e. Provide a conclusion that follows from and reflects on <b>what is experienced, observed, or resolved over the course of the narrative</b>.</li> </ul>	
<b>W4</b>	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
<b>W5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <b>addressing what is most</b>	

Claim: Writing: Students write effectively when using and/or analyzing sources.		
Standards:		Evidences:
	<p><b>significant for a specific purpose and audience.</b> (Editing for conventions should demonstrate command of Language standards 1–3 <b>up to and including grades 9–10 on page 54.</b>)</p>	
W6	Use technology, including the Internet, to produce, publish and <b>update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</b>	
W7	Conduct short <b>as well as more sustained</b> research projects to answer a question (including a self-generated question) <b>or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>	
W8	Gather relevant information from multiple <b>authoritative</b> print and digital sources, using <b>advanced searches</b> effectively; assess the <b>usefulness</b> of each source <b>in answering the research question; integrate information into the text selectively to maintain the flow of ideas</b> , avoiding plagiarism and following a standard format for citation.	
W9	<p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply <b>grades 9–10 Reading standards</b> to literature (e.g., “Analyze how <b>an author</b> draws on <b>and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]</b>”).</p> <p>b. Apply <b>grades 9–10 Reading standards</b> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is <b>valid</b> and the evidence is relevant and sufficient; <b>identify false statements and fallacious reasoning</b>”).</p>	
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	



## Grades 6 — High School Scoring Rubric for Prose Constructed Response Items

The scoring rubric identifies the criteria for scoring Prose Constructed Response (PCR) items. The rubric is used to score responses to the Research Simulation Task and the Literary Analysis Task.

### Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<b>Reading Comprehension and Written Expression</b>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full</b> comprehension of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of claim or topic that is <b>mostly appropriate</b> to task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective style</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of claim or topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>minimally</b> accurate analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of claim or topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that is <b>minimally</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate</b> or <b>no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to task, purpose, and audience;</li> <li>includes little to no text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
<b>Knowledge of Language and Conventions</b>		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## ELA Item Types

**Evidence-Based Selected Response (EBSR)** — Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question.

**Technology-Enhanced Constructed Response (TECR)** — Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, shade text).

**Prose Constructed Responses (PCR)** — Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well, both in terms of written expression and knowledge of language and conventions.

## ELA General Scoring Rules

This document is designed to be a guide for understanding how the ELA Evidence-Based Selected Response (EBSR) and Technology-Enhanced Constructed Response (TECR) items on the assessment are scored. These items are worth **two points each**, with **partial credit** available.

### General Scoring Rules for EBSR Items:

EBSR items have two parts that together serve as a single item. For EBSR items that require only **one** correct answer in **each** part, students receive:

- **Full credit** when they answer both parts correctly; and
- **Partial credit** when Part A is correct, but Part B is incorrect.

For EBSRs with **one** correct answer in Part A and **two or more** correct answers in Part B, students receive:

- **Full credit** when they answer both parts correctly; and
- **Partial credit** when Part A is correct, but Part B is partially or completely incorrect.

### General Scoring Rules for TECR Items:

TECR items may have one part OR two parts that together serve as a single item. TECR items with **two** parts follow the same general rules as EBSR items.

For most one-part TECR items, students receive:

- **Full credit** if they choose all correct responses; and
- **Partial credit** if they choose at least half of the correct responses.

For one-part TECR items that includes **six or more** correct responses, students receive:

- **Full credit** if they choose all or nearly all (number of correct responses minus one) correct responses; and
- **Partial credit** if they choose at least half of the correct responses.

For one-part TECR items that require paired responses, students receive:

- **Full credit** when they choose all correctly paired responses; and
- **Partial credit** when they choose at least half of the correctly paired responses.

For one-part TECR items that require ordering (for example, steps in a process), students receive:

- **Full credit** when they choose and correctly order the correct responses; and
- **Partial credit** when they choose and correctly order more than half of the correct responses.

The ordering rule is a little different for summary items that include **at least two** additional responses besides the correct responses. Students receive:

- **Full credit** when they choose and correctly order the correct responses; and
- **Partial credit** when they either choose all correct responses but do not place them in the correct order, OR when they choose and correctly order more than half of the correct responses.

# Task Generation Model (TGM) Description

ELA Task Generation Model 10A1 PBA

Task Focus: Impact of word choice

Task Type	Literary Analysis	
Grade	10	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text  The text(s) serving as the stimulus for the PCR must be from outside the United States that has language that evokes a sense of time and place.	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 4</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Total # of Items for the Task	7	
Suggested Order of Student Actions:  (All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

The ELA component of the NJGPA includes two task types: Research Simulation and Literary Analysis. The task focus reflects the fundamental skill upon which the task model is built. In this model, the focus is on impact of word choice as it is expressed through Reading Literature standard RL 4.

The task generation model indicates the number of items and designates the reading standards that are measured by the items. This information is essential because it indicates the writing focal points for the task.

Each task generation model is labeled with the type of task (Research Simulation Task or Literary Analysis Task). This is a Literary Analysis Task.

Number and type show how many texts are read by the student when the student performs the task, and whether the texts are literary or informational.

The total number of items and order of student actions for the task generation model are listed.