Sample Items for Grade 10: "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton	
Sample Item 1: Questions and Standards	**Sample Item 1: Advances and Answers**
Part A Question: Which of the following sentences best states an important theme about human behavior as described in Ovid's "Daedalus and Icarus"? a. Striving to achieve one's dreams is a worthwhile endeavor. b. The thoughtlessness of youth can have tragic results.* c. Imagination and creativity bring their own rewards. d. Everyone should learn from his or her mistakes.	**Part A Item Advances:** The first part of this Evidence-Based Selected-Response item requires students to determine one of the themes of the myth as recounted in this version. Although the story of Icarus is often used to illustrate overreaching ambition, careful reading of this version shows that the youthful Icarus is portrayed more as reckless and vain than ambitious. Part A of this item is challenging because it requires synthesis of several parts of the myth to determine the answer. It also lays the foundation for Part B, in which students must locate evidence that justifies the answer. **Part A Answer Choice Rationales:** The events of the myth should give a reader pause in thinking that striving toward one's dreams is worthwhile (Choice A), and that imagination and creativity bring rewards (Choice C). Choice D is also incorrect, as the myth does not focus on lessons learned but on tragic results.
Part B Question: Select three pieces of evidence from Ovid's "Daedalus and Icarus" that support the answer to Part A. a. "and by his playfulness retard the work/his anxious father planned" (lines 310-311)* b. "But when at last/the father finished it, he poised himself" (lines 312-313) c. "he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling" (lines 327-329) d. "Proud of his success/the foolish Icarus forsook his guide" (lines 348-349)* e. "and, bold in vanity, began to soar/rising upon his wings to touch the skies" (lines 350-351)*	**Part B Item Advances:** This item is an excellent illustration of several key advances in the PARCC assessments: Students must read carefully to answer both parts correctly; in Part B students must use textual evidence to justify their answer in Part A; and students will receive full or partial credit based on the completeness of their response. **Part B Answer Choice rationales:** Choices A, D, and E when combined, give a picture of a thoughtless Icarus, whose immaturity and vanity led him to fly too close to the sun.

f. "and as the years went by the gifted youth/began to rival his instructor's art" (lines 376-377) g. "Wherefore Daedalus/enraged and envious, sought to slay the youth" (lines 384-385) h. "The Partridge hides/in shaded places by the leafy trees…for it is mindful of its former fall" (lines 395-396, 399)	
Sample Item 1: Alignment	
Explanation of Alignment: This item aligns to the PARCC Reading Literature Assessment claim because it is based on a complex literary text. It aligns to the standards and evidence statements listed in that the item requires students to recognize a theme of a literary text and to find detailed support to show how that theme is developed.	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed** **PARCC Assessment Claim:** Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Evidence Statements for RL.10.1*:* *The student's response* • *Provides strong and thorough textual evidence to support analysis of inferences drawn from the text.* Standard RL.10.2: Determine a theme or central idea of a text and analyze in details 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. Evidence Statement for RL.10.2*:* *The student's response* • *Provides a statement of a theme or central idea of a text.* • *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.*
Sample Item 1: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC	**Scoring Points:** • 2 points for identifying the theme correctly and also selecting three details that support the theme

assessment reflects the key shift of requiring close reading by offering credit for Part B only if Part A is correct, and setting a high bar for gaining partial credit to weed out correct answers that were the result of guessing. Traditional machine scored tests have typically not offered partial credit in the past, but the PARCC assessment gives students the opportunity to gain partial credit if their answers reflect genuine comprehension.	• 1 point for identifying the theme correctly and selecting two details that support the theme • 0 points for identifying one detail (or none) that supports the theme or misidentifies the correct theme (e.g. no partial credit if details are identified but theme is misidentified, or theme identified but not supported by multiple details)

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