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 4: Questions and Standards	Sample Item 4: Advances
Question: **Use what you have learned from reading "Daedalus and Icarus" by Ovid and "To a Friend Whose Work Has Come to Triumph" by Anne Sexton to write an essay that analyzes how Icarus's experience of flying is portrayed differently in the two texts.** **As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.** **Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.** *Note that this item is a second version of Sample Item 3 in this set. It offers students a more narrow focus for their essay, "analyze how the experience of flying is portrayed differently" rather than "analyze how Sexton transforms "Daedalus and Icarus."*	**Item Advances:** This item demonstrates clearly what PARCC means by "writing using and analyzing sources"—students must draw evidence from two texts and cite this evidence clearly to demonstrate the reading and writing claims measured. Students are also required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers).
Sample Item 4: Alignment	
Explanation of Alignment: This item aligns to the PARCC Assessment Claims for Written Expression, Conventions and Knowledge of Language, and Reading Literature in that it asks students to write an essay to address a comparison between two literary texts, using standard English conventions and grammar. The writing prompt requires students to develop ideas by drawing evidence from two texts, organizing ideas from the texts to build a meaningful informational essay.	**PARCC Assessment Claims, Standards and Evidence Statements Assessed:** **PARCC Assessment Claim:** Written Expression: Students produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience. Standard W.10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (includes W.10.2.a – f). Standard W.10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	Standard W.10.9: Draw evidence from literary or information texts to support analysis, reflection, and research (includes W.10.9.a and b). **PARCC Assessment Claim:** Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language. Standard L.10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes L.10.1.a and b). Standard L.10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes L.10.2.a and b). Standard L.10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening (includes L.10.3.a). **PARCC Assessment Claim:** Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic form Ovid or the Bible or how a later author draws on a play by Shakespeare). Evidence Statements for RL.10.9*:* *The student's response* • *Provides an analysis of how an author draws on or transforms source material in a specific work.* 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 Statement for RL.10.1: *The student's response* • *Provides strong and thorough textual evidence to support analysis of inferences drawn from the text.*
Sample Item 4: Scoring Points and Rationale	
Scoring Rationale: The PARCC Scoring Rubric for Analytic and Narrative Writing contains details for	**Scoring:** Please see the PARCC Scoring Rubric for Analytic and Narrative Writing for details regarding the scoring of student responses.

all components being analyzed within a student response. These components tie directly to the PARCC Assessment Claims. The scoring of PCRs will not occur until standard setting has occurred. After a group of students responds to the item in a tryout or field test, anchor papers (samples) will be selected to "anchor" each score point. Each of the samples will be annotated. These annotations will include explanations of how the sample papers exemplify (show evidence of) the traits described in the rubric. After the student responses and samples are reviewed, the generic scoring rubric will also be tailored to create a specific scoring rubric for this prompt.	

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