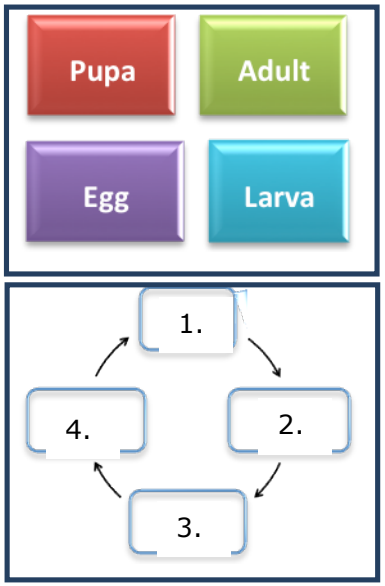
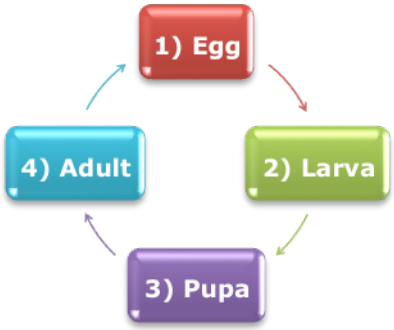
Sample Items for Grade 3 "How Animals Live" by Lisa Oram

Sample Item 2: Questions and Standards	Sample Item 2: Advances and Answers
Question: Drag the four words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in "How Animals Live."  	**Item Advances:** The skills of rereading carefully to find specific information and of applying the understanding of a text are essential college and career skills—and these skills begin to develop early in a student's academic career. This Technology-Enhanced Constructed-Response question allows students to more deeply demonstrate comprehension of one of the life cycles in the text and apply their understanding by developing a graphic. The use of technology moves this item to a new plane by offering a test question with partial credit that can be machine-scored. Whereas traditional items might have asked students to choose one option to "fill in the blank" on a graphic (with three steps already provided), this item allows students to demonstrate understanding of the *entire* sequence of the life cycle because none of the steps are ordered for them. It meets the standards by asking students to provide a recounting of key details in a text and how they support the main idea, as well as offer a description of the relationship between scientific ideas or concepts. Additionally, the item presents answers that show understanding of a text and asking students for explicit references to the text as the basis for the answers. 
Sample Item 2: Alignment	

Explanation of Alignment: The item meets these two standards and aligns with the evidence statements by asking students to provide answers that show understanding of a text and allowing students to illustrate the relationship of steps in a scientific concept.	**PARCC Assessment Claim, Standards and Evidence Statements Assessed** **PARCC Assessment Claim**: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts. Standard RI.3.1*:* Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Evidence Statements for RI.3.1*:* *The student's response* • *Provides answers that show understanding of a text.* Standard RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Evidence Statements for RI.3.3: *The student's response* • *Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.*
Sample Item 2: Scoring Points and Rationale	
Scoring Rationale: Past tests would give partial credit for a right answer proportionally to the percentage of the answer that was correct, but the PARCC assessment reflects the key shift of close reading by only offering credit if the answer reflects genuine comprehension (i.e, answers were not obtained simply by guessing).	**Scoring Points:** • 2 points—all four words in the correct positions on the graphic • 1 point if two of the four words are in the correct positions on the graphic • 0 points if one or fewer of the four words in the correct positions on the graphic (i.e., cannot receive partial credit if more than 50% of one's answers are incorrect)

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