Sample Items for Grade 6: Excerpt from "Julie of the Wolves" by Jean Craighead George

Sample Item 4: Questions and Standards

Question: In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story that continues where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.

Sample Item 4: Advances and Answers

Item Advances: This item demonstrates what PARCC means by "writing using and analyzing sources"—students must draw evidence from the text (character traits and how Miyax faces challenges) and apply that understanding to create a story.

This Prose Constructed Response prompt allows students to extend a story using logical textual connections to the passage, an advance in PARCC assessments. In past assessments, texts were simply a springboard for narrative responses or narrative prompts were not associated with texts at all; here, this text-based item requires students to have a deep understanding of the character and plot and use that understanding to craft a narrative that weaves aspects of the text into the essay. Because this response requires writing a response to a text, the item addresses multiple claims, demonstrating a PARCC advance in that it combines Reading with Writing.

The item meets the standards by asking students to write a narrative response about what happens to Miyak next. Through the items leading up to this question, students have established how Miyak feels about her predicament and what adjectives could be used to describe her. They can use this information to logically extend the story to the next aspect of the plot.

Sample Item 4: Alignment

Explanation of Alignment: The item meets the two PARCC claims that address writing: Written Expression and Conventions and the Knowledge of Language, as well as the claim for Reading Literature. Students are expected to respond to the text via a narrative essay that extends the story based on inferences they've made about Miyak's predicament and her character traits.

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.

<u>Standard W.6.3</u>: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured even sequences (includes W.6.3.a –e).

Standard W.6.4: Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

PARCC Assessment Claim: Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language.

<u>Standard L.6.1</u>. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes L.6.1.a-e).

<u>Standard L.6.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes L.6.2.a-b).

<u>Standard L.6.3</u>: Use knowledge of language and its conventions when writing, speaking, reading, or listening (includes L.6.3.a-b).

PARCC Assessment Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.

This item crosses domains in that it also assesses Reading Literature standards RL.6.3 and RL.6.1.

Sample Item 4: Scoring Points and Rationale

Scoring Rationale: The PARCC Scoring Rubric for Analytic and Narrative Writing contains details for 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.

Scoring Points: Please see the draft PARCC Scoring Rubric for Analytic and Narrative Writing for details regarding the scoring of points for student responses.

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 prose constructed-response item.

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