

## 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 2: Questions and Standards	Sample Item 2: Advances and Answers
<p>Read all parts of the question before responding.</p> <p><b>Part A Question:</b> What does the word <i>vanity</i> mean in these lines from the text “Daedalus and Icarus”?</p> <p>“Proud of his success, the foolish Icarus forsook his guide, and, bold in vanity, began to soar” (lines 348-350).</p> <ul style="list-style-type: none"> <li>a. arrogance*</li> <li>b. fear</li> <li>c. heroism</li> <li>d. enthusiasm</li> </ul>	<p><b>Part A Item Advances:</b> The skills of rereading carefully to find specific information and of applying understanding of a text are essential for college and careers. This Evidence-Based Selected-Response question allows students to more deeply demonstrate comprehension of one of the main characters of the text by asking about a vocabulary word that is important to the central ideas. Part A of the item sets the stage for Part B, where students are asked to prove their answer, an advance in PARCC assessments.</p> <p>The item meets the standards by asking students to read closely to determine the meaning of an academic, Tier 2, word and to use the context of the text to determine that meaning. The context here is essential to meaning-making, since “vanity” has multiple meanings and connotations (e.g., a piece of furniture, narcissism).</p> <p><b>Part A Answer Choice Rationales:</b> Options B, C, and D may seem plausible to students who did not closely read the passage to determine Icarus’s character or for those students who do not use context to help them determine meaning. However, none of those options carry the same connotation in meaning as “vanity.” In this context, the vanity Icarus displayed was one of arrogance—ignoring the advice of his father and flying higher than he should have—with tragic results.</p>
<p><b>Part B Question:</b> Which word from the lines in the text in Part A best helps the reader understand the meaning of <i>vanity</i>?</p> <ul style="list-style-type: none"> <li>a. proud*</li> <li>b. success</li> <li>c. foolish</li> <li>d. soar</li> </ul>	<p><b>Part B Item Advances:</b> Part B of this Evidence-Based Selected-Response question takes the item in a new direction that calls for students to show the evidence they used to help them decide the meaning of “vanity.” Students not only must determine the meaning (Part A) but also must provide the context used to establish the accuracy of their answer. Part B asks students to find a word from the cited text that supports their answer in Part A, illustrating one of the key shifts in CCSS assessment, the use of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> Option B is plausible in that success can make one proud, but it reflects potential causation and doesn’t provide a context for the meaning of the word vanity. Option C also could be the result of vanity, but does not help the student define it. Option D serves as proof of Icarus’s vanity, but it does not provide a context clue for the meaning of the word. Only Option A captures why Icarus was bold as a result of his vanity—his pride.</p>
Sample Item 2: Alignment	
<p><b>Explanation of Alignment:</b> This item aligns to the</p>	<p><b>PARCC Assessment Claim, Standards and Evidence Statements Assessed</b></p>

<p>PARCC Assessment Claim for Vocabulary Interpretation and Use, the listed standards, and corresponding evidence statements in that it tests the meaning of an academic vocabulary word central to the meaning of the text and then asks students to provide the context for their answer choice.</p>	<p><b>PARCC Assessment Claim: Vocabulary Interpretation and Use:</b> Students use context to determine the meaning of words and phrases.</p> <p><b>Standard RL.10.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meaning; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how it sets a formal or informal tone).</p> <p><b><u>Evidence Statements for RL.10.4:</u></b></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to determine the connotative meaning of words and phrases in a text.</i></li> <li>• <i>Provides a description of how the characters respond or change as the plot moves towards a resolution.</i></li> </ul> <p><b>Standard RL.10.1:</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><u>Evidence Statements for RL.10.1:</u></b></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Provides strong and thorough textual evidence to support analysis of inferences drawn from the text.</i></li> </ul>
<p><b>Sample Item 2: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> Traditional tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC assessment reflects the key shift of requiring close reading by offering credit for Part B only if Part A is correct.</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points granted when the student correctly chooses the answer to Part A (A) and the answer to Part B (A).</li> <li>• No partial credit is available for this item.</li> </ul>

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