

**Sample Items for Grade 7: “Biography of Amelia Earhart, “Amelia Earhart: Life and Disappearance,” and “Earhart’s Final Resting Place Believed Found”**

**Sample Item 3: Questions and Standards** | **Sample Item 3: Advances and Answers**

**Question:**

**You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are**

- “Biography of Amelia Earhart”
- “Earhart’s Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

**Consider the argument each author uses to demonstrate Earhart’s bravery.**

**Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.**

**Item Advances:** The ability to compare and synthesize ideas across multiple texts is a critical skill for college and careers, as is the ability to analyze the strength of various arguments. Traditionally, writing prompts have not called for the use of textual evidence in a student’s response. This Prose Constructed-Response prompt allows students to delve deeply into multiple texts to gather evidence to analyze a given claim, simulating the research process.

This prompt also demonstrates clearly what PARCC means by “writing using and analyzing sources”—students must draw evidence from multiple 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 3: An Explanation of Alignment**

**An Explanation of Alignment:** The item aligns with these claims, standards, and evidence statements by asking students to write a text-based response that analyzes the strength of a particular claim. The prompt calls for use of textual evidence to be woven into the student’s response, a key shift of the Common Core. Additionally, students will be asked to use standard English conventions and structures in their response.

**An Overview of the Claim, 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.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (includes W.7.2.a – f).

Standard W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard W.7.7: Conduct short research projects to answer a question, drawing on

several sources and generating additional related, focused questions for further research and investigation.

Standard W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following standard format for citation.

Standard W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research (includes W.7.9.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.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes L.7.1.a – c).

Standard L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes L.7.2.a and b).

Standard L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening (includes L.7.3.a).

**PARCC Assessment Claim:** Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.

Standard RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statements for RI.7.1:

*The student's response*

- *For RI.7.1, provides several pieces of textual evidence to support analysis of what the text says explicitly.*
- *For RI.7.1, provides several pieces of textual evidence to support analysis of inferences drawn from the text.*

Standard RI.7.8: Trace and evaluate the argument and specific claims in a text,

assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Evidence Statement for RI.7.8:

*The student's response*

- *For RI 8, demonstrates ability to trace an argument and specific claims in a text.*
- *For RI 8, provides an evaluation of whether the reasoning is sound in an argument.*
- *For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims.*

Standard RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Evidence Statement for RI.7.9:

*The student's response*

- *For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.*
- *For RI 9, provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.*

**Sample Item 3: 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.

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

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 Prose Constructed Response item.

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