



## Grade 10 Sample Items

A complete Literary Analysis Task (LAT) for 10th Grade contains seven items, with six items that are either Evidence-Based Selected Response (EBSR) items or Technology-Enhanced Constructed Response (TECR) items and one Prose Constructed Response (PCR) item. Students will read a purpose setting statement for the task and then read the first passage. After answering EBSR and TECR items, the students will read a second passage and answer additional EBSR and TECR items. Finally, the students will response to the PCR item.

Each sample item presented includes information on (1) the advances in assessment and answers to the items; (2) an explanation of the alignment of the item to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.



Sample Items for Grade 10: “Daedalus and Icarus” by Ovid	
Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
<p><b>Part A Question:</b> In “Daedalus and Icarus,” what do the lines “he turned his mind to arts unknown / and nature unrevealed” (lines 9-10) imply about Daedalus and his invention?</p> <ul style="list-style-type: none"> <li>a. that his invention will bring him wealth and fame</li> <li>b. that his invention will be something beyond common understanding*</li> <li>c. that the primary motive for his invention is revenge</li> <li>d. that he is nervous about the success of his invention</li> </ul>	<p><b>Part A Item Advances:</b> The skill of rereading carefully to determine the meaning of words and phrases in a literary text is essential for college and career readiness. This Evidence-Based Selected-Response question allows students to determine the meaning of an important sentence in the poem, choosing the response that is best supported through citation of evidence in Part B. Including a Part B in PARCC items represents an advance from traditional assessments.</p> <p><b>Part A Answer Choice Rationales:</b> The correct response is Option B. The fact that Daedalus has begun to focus on ideas previously “unknown” and “unrevealed” means that the invention must be something completely new, well beyond what people had seen before. Option A is incorrect; although the story of Daedalus and his wings is well known, the quoted sentence does not imply that the invention will bring either wealth or fame. Option C is incorrect; although revenge is an important concept in the events that come later in the poem, the quoted sentence does not refer to those events. Option D is incorrect; although it is possible that Daedalus feels uncomfortable about the risks of flying, the quoted sentence does not suggest that nervousness.</p>
<p><b>Part B Question:</b> Which quotation provides the best support for the answer to Part A?</p> <ul style="list-style-type: none"> <li>a. “But Daedalus abhorred the Isle of Crete— / and his long exile on that sea-girt shore, / increased the love of his own native place.” (lines 1-3)</li> <li>b. “While he was working, his son Icarus, / with smiling countenance and unaware / of danger to</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 by asking students to identify the context that best explains the correct meaning in Part A. Students are asked to recognize that because Daedalus invented something wholly new, people who observed the flight were amazed by what they saw.</p> <p>Part B of this item illustrates one of the key shifts in CCSS assessment:</p>

<p>himself, perchance would chase / the feathers, ruffled by the shifting breeze, / or soften with his thumb the yellow wax,” (lines 17-21)</p> <p>c. “. . . ‘My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight;” (lines 30-32)</p> <p>d. “Beneath their flight, / the fisherman while casting his long rod, / or the tired shepherd leaning on his crook, / or the rough plowman as he raised his eyes, / astonished might observe them on the wing, / and worship them as Gods.” (lines 50-55)*</p>	<p>use and analysis of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> Option D is the correct answer; the poet makes it clear that the people who looked up at the flight were completely surprised at what they saw; Daedalus had accomplished something previously unknown and unrevealed. Option A is incorrect because the quotation focuses on Daedalus’s desire to leave Crete, not the impact of making something new. Options B and C focus on the potential dangers of the invention, thus providing little context for the meaning of the phrases quoted in Part A.</p>
<p><b>Sample Item 1: Alignment</b></p>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item is aligned well to the three standards and the evidence statements listed because it asks students to determine the meaning of a sentence in the poem that is important for understanding its key ideas. Because the item also asks students to determine the context that helps explain the meaning, the item represents an advance in PARCC items over traditional assessments.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.9-10.4:</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>Evidence Statement for RL.9-10.4:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrates the ability to determine the <b>meaning</b> of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on</i></li> </ul>



	<p><i>meaning and/or tone.</i></p> <p><u>Standard RL.9-10.1</u>: 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><u>Evidence Statement for RL.9-10.1</u>:</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 what <b>the text says explicitly</b>.</i></li> <li>• <i>provides strong and thorough textual evidence to support analysis of <b>inferences drawn from the text</b>.</i></li> </ul> <p><u>Standard L.9-10.4</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Evidence Statement for L.9-10.4</u>:</p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i></li> </ul>
<b>Sample Item 1: Scoring Points and Rationale</b>	
<p><b>Scoring Rationale:</b> Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but Part B</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (D).</li> <li>• 1 point is awarded when the student correctly chooses the answer to Part A (B) but incorrectly answers Part B.</li> <li>• No points are awarded when the student answers both Part A and</li> </ul>



incorrectly. To receive full credit, students must demonstrate that they not only can determine the meaning of the sentence in Part A but also can determine the context that supports that meaning, showing mastery of the skill rather than the ability to guess.

Part B incorrectly, or the student answers only Part B correctly.



<b>Sample Items for Grade 10: “Daedalus and Icarus” by Ovid</b>	
<b>Sample Item 2: Questions and Standards</b>	<b>Sample Item 2: Advances and Answers</b>
<p><b>Part A Question:</b> In “Daedalus and Icarus,” how does the poet structure lines 81-111 to add meaning to the events of the poem?</p> <ol style="list-style-type: none"> <li>He includes a flashback of the story of Perdix to show that Daedalus wanted to kill Perdix, and now Perdix enjoys a kind of revenge by seeing Daedalus mourning the death of his son.*</li> <li>He includes a flashback of the story of Perdix to show that Perdix now lives in the shade but Icarus died trying to reach the sun.</li> <li>He includes a prediction that foretells that Daedalus will soon have to bury Perdix as well as his own son.</li> <li>He includes a prediction that foretells that Perdix will be fated to live an obscure life when he should have been a famous inventor.</li> </ol>	<p><b>Part A Item Advances:</b> The skill of rereading carefully and analyzing how texts are structured is essential for college and career readiness. Part A of this Evidence-Based Selected-Response question asks students to determine the structure of the poem and determine that the poet has used a flashback to show that Perdix finds a measure of revenge by watching Daedalus grieve.</p> <p>Part B asks for a supporting quotation for Part A, illustrating the new direction PARCC assessments are taking to emphasize close reading and use of textual evidence.</p> <p><b>Part A Answer Choice Rationales:</b> The correct response is Option A; The flashback shows that Daedalus’s grief is observed with satisfaction by his nephew Perdix (now a partridge), whom Daedalus had earlier planned to murder. Option B is incorrect; although lines 81-111 are a flashback, the purpose of the flashback is to tell the story of Perdix and his opportunity to observe Daedalus’s grief, not to contrast Icarus’s flight toward the sun to Perdix’s new life in the shade. Option C is incorrect; lines 81-111 are a flashback, not a prediction, and there is no evidence in the poem that Perdix will need to be buried soon. Option D is incorrect; lines 81-111 are a flashback, not a prediction, and the lines do not focus on what Perdix has lost by being turned into a partridge.</p>
<p><b>Part B Question:</b> Which quotation from the poem <b>best</b> supports the answer to Part A?</p> <ol style="list-style-type: none"> <li>“ . . . a pert partridge near, / observed him from the covert of an oak, /</li> </ol>	<p><b>Part B Item Advances:</b> Part B of this Evidence-Based Selected-Response question illustrates one of the key shifts in CCSS assessment: use of textual evidence. Students are asked, in Part B of this test question, to determine which lines from the poem support the inference they have drawn in Part A regarding the poet’s manipulation of time</p>

<p>and whistled his unnatural delight.” (lines 81-83)*</p> <p>b. “’Twas then a single bird, / the first one of its kind. ’Twas never seen / before the sister of Daedalus had brought him Perdix, her dear son, to be his pupil.” (lines 84-87)</p> <p>c. “He took the jagged backbone of a fish, / and with it as a model made a saw, / with sharp teeth fashioned from a strip of iron.” (lines 90-93)</p> <p>d. “The Partridge hides / in shaded places by the leafy trees / its nested eggs among the bush’s twigs; / nor does it seek to rise in lofty flight, / for it is mindful of its former fall.” (lines 107-110)</p>	<p>and the purpose for that manipulation.</p> <p><b>Part B Answer Choice Rationales:</b> Option A is the correct response; the “unnatural delight” the bird shows at the burial scene supports the conclusion that the purpose of the flashback is to show that Perdix feels a sense of revenge when watching Daedalus grieve. Option B is incorrect; it does not provide evidence for the purpose of the flashback to the Perdix story but simply lays the background for the story. Option C is incorrect; it does not support the purpose of the flashback because it represents a potential misreading of the poem—that Perdix has died because he was turned into a bird. Option D is incorrect; although the lines describe the characteristics of the partridge explained by the myth, it does not support the purpose for including the flashback in the poem.</p>
<b>Sample Item 2: Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item aligns to the three standards and evidence statements listed because it asks students to determine a central idea of the poem that is primarily developed through the structure of the poem, which provides a flashback to bring out an important irony. These aspects of this challenging test item, demonstrate a level of complexity not seen in traditional selected-</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.9-10.2:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Evidence Statement for RL.9-10.2:</u></p>



<p>response questions.</p>	<p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</i></li> </ul> <p><u>Standard RL.9-10.5:</u> Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><u>Evidence Statement for RL.9-10.5:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</i></li> </ul> <p><u>Standard RL.9-10.1:</u> 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><u>Evidence Statement for RL.9-10.1:</u></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> Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answer to Part B (A).</li> <li>• 1 point is awarded when the student correctly chooses the answer to</li> </ul>



answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.

- Part A (A) but incorrectly answers Part B.
- No points are awarded when the student answers both Part A and Part B incorrectly, or the student answers only Part B correctly.



<b>Sample Items for Grade 10: “Daedalus and Icarus” by Ovid</b>	
<b>Sample Item 3: Questions and Standards</b>	<b>Sample Item 3: Advances and Answers</b>
<p><b>Part A Question:</b> What do lines 38-45 from Ovid’s poem <b>most</b> suggest about Daedalus?</p> <ul style="list-style-type: none"> <li>a. Daedalus is worried about the quality of the wings.</li> <li>b. Daedalus is sad to leave the Isle of Crete.</li> <li>c. Daedalus is a caring parent.*</li> <li>d. Daedalus is proud of his invention.</li> </ul>	<p><b>Part A Item Advances:</b> The skill of rereading carefully to analyze the development of characters in literary texts is important for college and career readiness. This Evidence-Based Selected-Response question allows students to analyze an aspect of a character that is revealed by his actions. In Part A of the item, students are asked to select the character description that is illustrated by lines 38 – 45 of the poem. In Part B of the item, students are asked to find an additional example of the same character trait in another part of the poem.</p> <p><b>Part A Answer Choice Rationales:</b> The correct response is Option C. Daedalus’s tears while fitting his son with wings, Daedalus’s last kiss, and Daedalus’s careful taking of the lead—all these actions show the father as a caring parent. Option A is incorrect; although it is likely that as a caring parent Daedalus probably worries whether the wings will work, the focus of lines 38-45 is his love for his son. Option B is incorrect; the opening lines of the poem show that Daedalus is eager to leave Crete, so it is not possible that his tears in lines 38-45 result from departing the island. Option D is incorrect; Daedalus’s actions in lines 38-45 show solicitousness and care, rather than a sense of pride for the accomplishment of flight.</p>
<p><b>Part B Question:</b> From the list below, select <b>two</b> quotations that provide additional evidence to support the answer to Part A. Drag and drop your answers into the boxes labeled “Evidence.”</p>	<p><b>Part B Item Advances:</b> The use of technology in Part B helps broaden the scope of this test question. Part B of this “application” Evidence-Based Selected-Response question illustrates one of the key shifts in CCSS assessment: use of textual evidence. Students are asked, in Part A, to determine an important aspect of a character, and in Part B they are asked to apply this understanding by locating other places in the text that</p>

<p>1) “He said, ‘The unconfined skies remain / though Minos may be lord of all the world /his sceptre is not regnant of the air, / and by that untried way is our escape.’” (lines 5-8)</p>	<p>2) “. . . He fashioned quills / and feathers in due order — deftly formed / from small to large, as any rustic pipe / prom straws unequal slants. He bound with thread / the middle feathers, and the lower fixed / with pliant wax; till so, in gentle curves /arranged, he bent them to the shape of birds.” (lines 10-16)</p>	<p>illustrate the same aspect, taking a challenging new direction in assessment.</p> <p><b>Part B Answer Choice Rationales:</b> Options 4 and 6 are the correct responses. Each of these citations shows Daedalus engaging in actions that illustrate his love for his son. The first shows his efforts to keep his son safe; the second shows his grief at his son’s death. Options 1, 2, 3, 5, 6, and 7 are quotations from the poem that move the action forward but do not reveal Daedalus as a caring father. In Option 1, Daedalus explains his plan to fly out of captivity; Option 2 gives details about the construction of the wings; Option 3 shows Daedalus trying out his own wings; Option 5 reveals Icarus in distress; Option 7 reveals different aspects of Daedalus’s character.</p> <p>Note that in the computer-delivered version of the item, the options will not be numbered.</p>
<p>3) “But when at last / the father finished it, he poised himself, / and lightly floating in the winnowed air / waved his great feathered wings with bird-like ease.” (lines 24-27)</p>	<p>4) “. . . ‘My son, I caution you to keep / the middle way, for if your pinions dip / too low the waters may impede your flight; / and if they soar too high the sun may scorch them. / Fly midway. Gaze not at the boundless sky, . . . but follow my safe guidance.’” (lines 30-37)*</p>	
<p>5) “And as he called upon his father's</p>	<p>6) “The unlucky father, not a father, called, /</p>	

<p>name / his voice was smothered in the dark blue sea, / now called <i>Icarian</i> from the dead boy's name.” (lines 69-71)</p>	<p>‘Where are you, Icarus?’ and ‘Where are you? / In what place shall I seek you, Icarus?’ / He called again; and then he saw the wings / of his dear Icarus, floating on the waves; / and he began to rail and curse his art.” (lines 72-77)*</p>	
<p>7) “. . . Wherefore Daedalus / enraged and envious, sought to slay the youth / and cast him headlong from Minerva's fane,— / then spread the rumor of an accident.” (lines 96-99)</p>		
<p style="text-align: center;"><b>Evidence</b></p>	<p style="text-align: center;"><b>Evidence</b></p>	



Sample Item 3: Alignment	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item aligns to the two standards and evidence statements listed because it asks students to determine an aspect of a complex character that is revealed by his actions and also shows how an aspect of character is developed in several places within a literary text.</p> <p>Given the requirement to cite evidence in several places in support of the answer the student chose in Part A, this item demonstrates a level of complexity not seen in traditional tests.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.9-10.3:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><u>Evidence Statement for RL.9-10.3:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> <li>• <i>provides an analysis of how complex characters (those with multiple or conflicting motivations) <b>develop</b> over the course of a text.</i></li> </ul> <p><u>Standard RL.9-10.1:</u> 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><u>Evidence Statement for RL.9-10.1:</u></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 <b>inferences drawn from the text.</b></i></li> </ul>
Sample Item 3: Scoring Points and Rationale	
<p><b>Scoring Rationale:</b> Past tests would have given full credit for a right answer regardless of how a</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer</li> </ul>



student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.

to Part A (C) and the answers to Part B (4 and 6).

- 1 point is awarded when the student correctly chooses the answer to Part A (C) but either gets one of the two possible correct answers in Part B (4 or 6) correct OR incorrectly answers Part B.
- No points are awarded when the student answers both Part A and Part B incorrectly (choosing neither correct answer for Part B).



Sample Items for Grade 10: “”To a Friend Whose Work Has Come to Triumph” by Anne Sexton	
Sample Item 4: Questions and Standards	Sample Item 4: Advances and Answers
<p><b>Part A Question:</b> In line 11 of Sexton’s poem, what does the use of the idea of “tunneling” reveal about Icarus at this point in the poem?</p> <ol style="list-style-type: none"> <li>He is engaging in an intensely concentrated action.*</li> <li>He is doomed to become the victim of an accident.</li> <li>He is trying to visualize an impossible goal.</li> <li>He is forced to begin a puzzling quest.</li> </ol>	<p><b>Part A Item Advances:</b> The skill of rereading carefully to determine the meaning of figurative language in a literary text is essential for college and career readiness. This Evidence-Based Selected-Response question asks students to determine the implications of an important metaphor in the poem; the choice of the word “tunneling” compares Icarus’s single-minded desire to fly toward the sun to someone burrowing in a tunnel, casting aside anything in the way and unable to see anything around him. Part B of the item asks students to locate a phrase from the poem that gives additional support to the metaphor. Including a Part B in PARCC items represents an advance from traditional assessments.</p> <p><b>Part A Answer Choice Rationales:</b> The correct response is Option A. The concept of tunneling implies a direct and focused action, with Icarus oblivious to anything outside his immediate purpose. Option B is incorrect; although the poem acknowledges Icarus’s tragic end, the word “tunneling” focuses on the flight toward the sun, not the fatal result. Option C is incorrect; although the goal of reaching the sun is impossible, the word tunneling suggests focused action, not visualization of a goal. Option D is incorrect; although Icarus’s actions could be described as a quest, there is no suggestion of puzzlement on his part; he is advancing with purpose.</p>
<p><b>Part B Question:</b> Which words from Sexton’s poem <b>best</b> help the reader understand the meaning of “tunneling”?</p> <ol style="list-style-type: none"> <li>“Admire his wings” (line 9)</li> </ol>	<p><b>Part B Item Advances:</b> Part B of this Evidence-Based Selected-Response question takes the item in a new direction by asking students to identify context that supports the meaning of the metaphor of tunneling. Part B of this item illustrates one of the key shifts in CCSS assessment:</p>

<p>b. “Feel the fire at his neck. . . .” (line 10)  c. “. . . he glances up and is caught”* (line 11)  d. “Who cares that he fell back . . . .” (line 12)</p>	<p>use and analysis of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> Option C is the correct answer; the word “caught,” another metaphor, also suggests that Icarus is being powerfully impelled forward; he has been captured by the idea of flying toward the sun. Option A suggests the beauty and power of the wings but not the desire to fly toward the sun. Option B refers to the heat of the sun but does not support the idea of tunneling toward it. Option D represents a pivotal idea in the poem, but does not provide context for the meaning of tunneling.</p>
<p><b>Sample Item 4: Alignment</b></p>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks students to determine the meaning of figurative language in the poem that are important for understanding its key ideas. Because the item also asks students to determine context that helps support the meaning, the item represents an advance in PARCC items over traditional assessments.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.9-10.4:</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><u>Evidence Statement for RL.9-10.4:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on</i></li> </ul>



	<p><i>meaning and/or tone.</i></p> <p><u>Standard RL. 9-10.1</u>: 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><u>Evidence Statement for RL.9-10.1</u>:</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><u>Standard L.9-10.4</u>: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Evidence Statement for L.9-10.4</u>:</p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</i></li> </ul>
<b>Sample Item 4: Scoring Points and Rationale</b>	
<p><b>Scoring Rationale:</b> Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but Part B incorrectly. To receive full credit,</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer to Part A (A) and the answer to Part B (C).</li> <li>• 1 point is awarded when the student correctly chooses the answer to Part A (A) but incorrectly answers Part B.</li> <li>• No points are awarded when the student answers both Part A and Part</li> </ul>



students must demonstrate that they not only can determine the meaning of the phrases in Part A but also can determine the context that supports that meaning, showing mastery of the skill rather than the ability to guess.

B incorrectly, or the student answers only Part B correctly.



Sample Items for Grade 10: “To a Friend Whose Work Has Come to Triumph” by Anne Sexton									
Sample Item 5: Questions and Standards	Sample Item 5: Advances and Answers								
<p><b>Question:</b> Determine the central idea in Sexton’s poem, as well as specific details that help develop that idea over the course of the poem. From the list of possible central ideas, drag the <b>best</b> statement to the “Central Idea” box in the table. Then drag and drop into the table <b>three</b> supporting details in order to show how that idea is developed over the course of the poem.</p> <table border="1" style="margin-left: 40px;"> <tr> <td style="width: 150px; vertical-align: top;">Central Idea:</td> <td style="height: 40px;"></td> </tr> <tr> <td style="vertical-align: top;">Supporting Detail:</td> <td style="height: 40px;"></td> </tr> <tr> <td style="vertical-align: top;">Supporting Detail:</td> <td style="height: 40px;"></td> </tr> <tr> <td style="vertical-align: top;">Supporting Detail:</td> <td style="height: 40px;"></td> </tr> </table>	Central Idea:		Supporting Detail:		Supporting Detail:		Supporting Detail:		<p><b>Item Advances:</b> The skills of rereading carefully to determine the central idea of a text and analyzing how the central idea is developed by specific details are essential for college and career readiness. This item invites students to think deeply about the central message of the poem and then determine how that message is conveyed. The use of technology enhances the item because it permits students to select textual evidence from several places within the poem, rather than being limited to a single correct response.</p> <p><b>Answer Choice Rationales:</b> The correct response for the central idea is Option 3; students who read closely will understand that Sexton asks her readers to admire Icarus for the heights of achievement he reached, just as she appears to admire the work of the friend in the title of the poem. Note that the correct central idea in this test question may not be the only way to state the central idea of the poem; a complex work like Sexton’s may have additional central ideas that are supported by textual evidence. Possible Central Ideas 1, 2, and 4 are incorrect because they fail to state an accurate central idea. As indicated in Option 1, it may be true that people regret their life choices, but the thrust of Sexton’s poem is not regret but celebration. As indicated in Option 2, protective parents may prevent their children from experiencing life lessons, but the poem shows that this parent gave his child a truly meaningful experience. As indicated in Option 4, following rules may lead to productivity, but the message of the poem is about the desirable consequences of taking risks.</p> <p>Quotations 6, 10, and 11 help develop the central idea, as they show the</p>
Central Idea:									
Supporting Detail:									
Supporting Detail:									
Supporting Detail:									

Possible Central Ideas	Possible Supporting Details
1) Individuals who take unusual paths in life may regret their choices later.	5) “Consider Icarus, pasting those sticky wings on,” (line 1)
2) Protective parents keep their children from learning important life lessons.	6) “. . . think of that first flawless moment over the lawn / of the labyrinth. Think of the difference it made!” (lines 3-4)*
3) Risk-takers are admirable people because they are most likely to experience the highs and lows of life.*	7) “. . . here are the shocked starlings pumping past” (line 6)
4) People who follow society’s rules are most likely to have productive futures.	8) “Larger than a sail, over the fog and the blast / of the plushy ocean, he goes. . . .” (lines 8-9)
	9) “. . . see how casually / he glances up and is caught, . . .” (lines 10-

poet inviting the reader to celebrate what Icarus did. The poem asks the reader to envision and admire what a difference that first moment of flight made in Icarus’s life, and the reader is also asked envision and admire Icarus praising and “acclaiming” (ac-“claiming”) the sun. The poem also shows that the highs Icarus experienced are offset by lows: Icarus perished, but we should not care because before he plunged to his death, he reached great heights.

The Possible Supporting Details numbered 5, 7, 8, and 9 quote important details from the poem that cannot as readily be seen as direct support for the central message stated in Central Idea Option 3. The act of putting on the wings, the fact that Icarus sees birds go past, the description of flying over the fog and ocean, and the mention of Icarus first looking at the sun—all these are important and telling details in the work, although less well related to the statement of the central idea in Option 3 than Supporting Details 6, 10, and 11.

Note that in the computer-delivered version of the item, the options will not be numbered.



	11)	
	10) “. . . Who cares that he fell back to the sea?” (line 12)*	
	11) “See him acclaiming the sun and come plunging down” (line 13)*	



Sample Item 5: Alignment	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a poem. Additionally, the item aligns to the two standards and evidence statements listed because it asks students to determine a central idea of the poem and locate quotations that support and develop that idea.</p> <p>Given the requirement to cite evidence in support of the central idea in three different places in the poem, this item demonstrates a level of complexity not seen in traditional tests.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.9-10.2:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Evidence Statement for RL. 9-10.2:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"><li>• provides a statement of a theme or central idea of a text.</li><li>• provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text.</li></ul> <p><u>Standard RL. 9-10.1:</u> 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><u>Evidence Statement for RL. 9-10.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"><li>• provides strong and thorough textual evidence to support analysis of what <b>the text says explicitly</b>.</li><li>• provides strong and thorough textual evidence to support analysis of</li></ul>



	<i>inferences drawn from the text.</i>
--	----------------------------------------



### Sample Item 5: Scoring Points and Rationale

**Scoring Rationale:** Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering partial credit. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support or apply that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.

### Scoring Points:

- 2 points are awarded when the student correctly chooses the answer to Part A (5) and the answers to Part B (4, 10 and 11).
- 1 point is awarded when the student correctly chooses the answer to Part A (5) but incorrectly answers Part B (choosing one, two, or no correct answers for Part B).
- No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.

<b>Sample Items for Grade 10: “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton</b>	
<b>Sample Item 6: Questions and Standards</b>	<b>Sample Item 6: Advances and Answers</b>
<p><b>Part A Question:</b> Which statement summarizes a key difference between the excerpts from the poem by Ovid and the poem by Sexton?</p> <ul style="list-style-type: none"> <li>a. Ovid portrays Icarus as naïve, whereas Sexton portrays Icarus as wise.</li> <li>b. Ovid emphasizes Icarus’s adventurousness, whereas Sexton emphasizes Icarus’s timidity.</li> <li>c. Ovid believes the goddess Pallas is the true hero of the myth, whereas Sexton believes Daedalus is the true hero.</li> <li>d. Ovid considers Icarus’s flight an act of human arrogance, whereas Sexton considers it an act of heroism.*</li> </ul>	<p><b>Part A Item Advances:</b> The skill of rereading carefully to analyze how an author transforms source material in a specific work is important for college and career readiness. This Evidence-Based Selected-Response question asks students to analyze the different viewpoint Anne Sexton brings to the famous story of Icarus’s flight. In Part A, students are asked to determine that although Ovid tells the story as an example of human pride and overreaching, Sexton’s poem turns the story into an example of reaching the heights of human achievement, “wondrously tunneling” into the “hot eye” of the sun.</p> <p>In Part B of the item, students are asked to find one quotation in each of the poems that best illustrates the differing viewpoints, illustrating an advance over traditional one-part multiple-choice item formats.</p> <p><b>Part A Answer Choice Rationales:</b> The correct response is Option D. Sexton transforms Icarus’s flight into an example of heroism rather than reckless ambition. Option A is incorrect; Ovid describes Icarus as foolish and vain to fly too close to the sun, rather than naïve, and the Sexton poem portrays Icarus as living life to the fullest rather than showing wisdom. Option B is incorrect; although Ovid indicates that Icarus is foolishly proud rather than adventurous; Sexton does not give Icarus a timid nature but praises his daring climb toward the sun. Option C is incorrect; Ovid portrays Pallas as clever rather than heroic, and Sexton does not afford heroic qualities to “sensible” Daedalus.</p>

<p><b>Part B Question:</b> Which <b>two</b> quotations <b>best</b> support the answer to Part A? Choose <b>one</b> from Ovid’s poem and <b>one</b> from Sexton’s poem.</p> <p>a. “. . . unaware / of danger to himself, perchance would chase/ the feathers, . . .” (Ovid, lines 18-20)</p> <p>b. “. . . Proud of his success, / the foolish Icarus forsook his guide,” (Ovid, lines 60-61)*</p> <p>c. “But Pallas, goddess of ingenious men, / saving the pupil changed him to a bird,” (Ovid, lines 100-101)</p> <p>d. “. . . testing that strange little tug at his shoulder blade. . . .” (Sexton, line 2)</p> <p>e. “There below are the trees, as awkward as camels; ” (Sexton, line 5)</p> <p>f. “See him acclaiming the sun and come plunging down / while his sensible daddy goes straight into town.” (Sexton, lines 13-14)*</p>	<p><b>Part B Item Advances:</b> Part B of this Evidence-Based Selected-Response question illustrates one of the key shifts in CCSS assessment: use of textual evidence. Students are asked, in Part A, to compare two poems, and in Part B they are asked to locate textual evidence from each poem—one quotation from each to provide supporting evidence for each side of the comparison.</p> <p><b>Part B Answer Choice Rationales:</b> Options B and F are the correct responses. Option B directly indicates Ovid’s view of Icarus as both proud and foolish; Option F shows Sexton’s admiration of the mythic figure’s reach for the sun. Options A, C, D, and E do not support the comparison established in Part A. Option A recounts Icarus’s childlike unawareness of the significance of the wings. Option C focuses on the role of Pallas in the partridge myth. Option D describes Icarus’s initial reaction to wearing the wings. Option E gives Icarus’s viewpoint as he looks down, not up.</p>
<p><b>Sample Item 6: Alignment</b></p>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on two poems. Additionally, the item aligns to the three standards and evidence statements listed because it asks for central ideas from both poems (standard 2) and also asks students to determine</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Students read and demonstrate comprehension of grade-level complex literary text.</p> <p><u>Standard RL.9-10.2:</u> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including</p>



<p>the primary way that Sexton has transformed the myth (standard 9). Part B asks students to choose the textual evidence that supports the answer to Part A, thus fulfilling the expectations of standard 1.</p> <p>Given the requirement to determine how one work transforms another and the requirement to cite two pieces of evidence to support the answer the student chooses in Part A, this item demonstrates a level of complexity not seen in traditional tests in the past.</p>	<p>how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Evidence Statement for RL. 9-10.2:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>provides a statement of a theme or central idea of a text.</i></li> </ul> <p><u>Standard RL.9-10.9:</u> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><u>Evidence Statement for RL. 9-10.9:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>provides an analysis of how an author draws on or transforms source material in a specific work.</i></li> </ul> <p><u>Standard RL. 9-10.1:</u> 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><u>Evidence Statement for RL. 9-10.1:</u></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 6: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> Past tests would have given full credit for a right answer regardless of how a student arrived at the answer. The PARCC assessment reflects the key shift of requiring students to read</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student correctly chooses the answer to Part A (D) and the answers to Part B (B and F).</li> </ul>



<p>closely and provide textual evidence for their answer by offering only partial credit if students answer Part A correctly but answer Part B incorrectly. To receive full credit, students must demonstrate that they not only can make an inference in Part A but also can support that inference with additional textual evidence, showing mastery of the skill rather than the ability to guess.</p>	<ul style="list-style-type: none"> <li>• 1 point is awarded when the student correctly chooses the answer to Part A (D) but either gets one of the two possible correct answers in Part B (B or F) correct OR incorrectly answers Part B.</li> <li>• No points are awarded when the student answers both Part A and Part B incorrectly, or the student only answers Part B correctly.</li> </ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Sample Items for Grade 10: “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton</b>	
<b>Sample Item 7: Question and Standards</b>	<b>Sample Item 7: Advances and Answers</b>
<p><b>Question:</b> 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 provides an analysis of how Sexton transforms “Daedalus and Icarus.”</p> <p>Develop your claim(s) of how Sexton transforms “Daedalus and Icarus” with evidence from both 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.</p>	<p><b>Item Advances:</b> 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 demands that students delve deeply into multiple texts to gather evidence when analyzing a given claim, a key shift of the Common Core.</p> <p>This item also 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.</p> <p>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).</p>



<b>Sample Item 7: Alignment</b>	
<p><b>Explanation of Alignment:</b> 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.</p> <p>The writing prompt requires students to develop ideas by drawing evidence from two texts, organizing ideas from the texts to build a meaningful literary analysis. The language of this item uses the language of reading standards to ensure that the item is aligned to those standards.</p>	<p><b>PARCC Assessment Claims, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Written Expression: Students produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.</p> <p><u>Standard W.9-10.1:</u> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (includes a-e).</p> <p><u>Standard W.9-10.2:</u> 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.</p> <p><u>Standard W.9-10.4:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Standard W.9-10.9:</u> Draw evidence from literary or informational texts to support analysis, reflection, and research (includes a).</p> <p><b>PARCC Assessment Claim:</b> Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language.</p> <p><u>Standard L.9-10.1:</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (includes a – b).</p> <p><u>Standard L.9-10.2:</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (includes a</p>



– c).

Standard L.9-10.3: 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 a).

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

Standard RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Evidence Statements for RL.9-10.9:

*The student's response*

- *provides an analysis of how an author draws on or transforms source material in a specific work.*

Standard RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Evidence Statement for RL. 9-10.2:

*The student's response*

- *provides a statement of a theme or central idea of a text.*

Standard RL. 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from



	<p>the text.</p> <p><u>Evidence Statement for RL. 9-10.1:</u></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 what <b>the text</b> says <b>explicitly</b>.</i></li> <li>• <i>provides strong and thorough textual evidence to support analysis of <b>inferences drawn from the text</b>.</i></li> </ul>
<b>Sample Item 7: Scoring Points and Rationale</b>	
<p><b>Scoring Rationale:</b> 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.</p>	<p><b>Scoring Points:</b> 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 reviewing the student responses and samples, the generic scoring rubric will also be tailored to create a specific scoring rubric for this prompt.</p>