



Grade 9 Sample Items

The End of Year Assessment for Grade 9 will include several sets of passages and items, with both Evidence-Based Selected Response (EBSR) items and Technology-Enhanced Constructed Response (TECR) items.

The sample items presented here demonstrate a sampling of the various ways students will be able to show their ability to meet the Reading Science and Technical Subjects CCSS and Reading Information CCSS at grade 9. 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 items to the standards and PARCC evidence statements; and (3) item scoring rules and rationale.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 2: Questions and Standards	Sample Item 2: Advances and Answers
<p>Part A Question: According to the information in paragraph 1, how is solving crop crimes similar to solving high-profile murder cases?</p> <ol style="list-style-type: none"> a. Solving crop crimes uses the science of human fingerprint analysis to examine evidence. b. Solving crop crimes uses genetic material inside the cells of living things to examine evidence.* c. Solving crop crimes uses specialized computers at crime scenes to examine evidence. d. Solving crop crimes uses information about the general appearance of living things to examine evidence. 	<p>Item Advances: The skills of reading carefully, examining key ideas in a text, and applying an understanding of a text are essential for college and career readiness. This item asks students to analyze the relationship between two ideas in the “Fingerprints” text to determine the similarity between them. The item advances assessment by including a second part that asks students to select an accurate description of the text that supports the correct answer in Part A.</p> <p>Answer Choice Rationales: Option B is the correct response; the paragraph makes it clear that solving crop crimes will take advantage of the science of DNA, which provides unique identification of living things. Option A is incorrect; although the text describes DNA results as “fingerprints” and each process yields a unique identifier, there is no textual evidence supporting the use of human fingerprinting in solving crop crimes. Option C is incorrect; although the text indicates that computers are used for DNA analysis, the information in the text does not support the idea that the analysis requires computers at crime scenes. Option D is incorrect; although the text mentions the appearance of seeds, the evidence in the text supports the idea that the evidence comes from characteristics inside living things rather than from characteristics on the surface.</p>
<p>Part B Question: Which detail from the article best supports the answer to Part A?</p>	<p>Item Advances: Part B of this Evidence-Based Selected-Response question departs from past assessments by asking students to support their response to Part A with a quotation from the text. This approach</p>

<p>a. “Several organizations have started offering DNA testing to the North American plant breeding and seed industry.”</p> <p>b. “. . . the test will be used by plant breeders and research scientists to identify important genes.”</p> <p>c. “. . . DNA fingerprinting will make it possible for police investigators or researchers to pinpoint specific plant traits and accurately identify seed varieties.”*</p> <p>d. “Easy to use DNA test kits for certain crops should be on the market within the next few years.”</p>	<p>calls for students to engage in close reading and careful analysis of the text in order to be able to correctly answer the question.</p> <p>Part B Answer Choice Rationales: Option C is the correct answer; the quotation points to the fact that people who investigate crop crimes, in addition to researchers, will use DNA analysis. Option A is incorrect; the quotation illustrates that DNA testing is being used more widely in the plant industry but does not directly support the idea that DNA is being used to solve crop crimes. Option B is incorrect; the quotation describes the general process of DNA testing but does not directly link to the concept of solving crop crimes. Option D is incorrect; the quotation shows that the use of DNA is likely to become widespread, but it does not provide evidence about using DNA to solve crop crimes.</p>
<p>Sample Item 2: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to draw a conclusion, based on information provided in one portion of the text. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide additional analysis in their selection of evidence to support the answer chosen in Part A.</p> <p>Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RST.9-10.2:</u> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p style="text-align: center;"><u>Evidence Statement for RST.9-10.2:</u></p> <p style="text-align: center;"><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides a statement of the conclusions of a text.</i> <p><u>Standard RST.9-10.1:</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>

used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.

Evidence Statement for RST.9-10.1:

The student's response

- *provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.*

Sample Item 2: 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 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 or apply that inference with 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 (B) and the answer to Part B (C).
- 1 point is awarded when the student correctly chooses the answer to Part A (B) 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.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 3: Questions and Standards	Sample Item 3: Advances and Answers
<p>Part A Question: The final paragraph is headed by the phrase “Simplifying the Search.” What is the “search” discussed in this paragraph?</p> <ul style="list-style-type: none"> a. identifying new varieties of plants that can be grown from seeds b. identifying new varieties of plants with particular characteristics* c. identifying plants that can be easily tested for a DNA fingerprint d. identifying plants that pass on their characteristics inside their seeds 	<p>Item Advances: The skills of reading carefully, examining key ideas and relationships in a text, and applying an understanding of a text are essential for college and career readiness. This item first asks students to analyze an idea introduced by a heading and discussed in the accompanying paragraph. Then the item advances assessment by including a second part (Part B) that asks students to explore the implications of the idea in Part A.</p> <p>Answer Choice Rationales: Option B is the correct response; the “search” being discussed is the use of DNA to look for new varieties of plants that show genetic proof of particular characteristics that scientists wish to carry forward to future generations. Option A is incorrect; scientists search for plants with specific characteristics, not new varieties of plants that can grow from seeds. Option C is incorrect; evidence in the paragraph shows that the search is for plant characteristics, not for plants that are easily tested. Option D is incorrect; the text does not support the idea that scientists are searching for plants that pass on their characteristics inside seeds; the text shows that all plants do this.</p>
<p>Part B Question: Based on information from the text, what are the two ways that the procedure for developing a DNA fingerprint simplifies the search identified in Part A?</p> <ul style="list-style-type: none"> a. Plant breeders no longer have to guess which crop trait will be desirable. 	<p>Item Advances: Part B of this Evidence-Based Selected-Response question departs from past assessments by asking students to support and extend their response to the initial question. Part B asks students to select two ways that the procedure for developing a DNA fingerprint simplifies the search selected in Part A. The purpose of using two-part items in the PARCC ELA/Literacy assessments is to require students to engage in close reading and careful analysis of the text.</p>

<ul style="list-style-type: none"> b. Plant breeders no longer have to wait for seeds to grow into plants before learning if the plants possess a desired crop trait.* c. Plant breeders can look for a desired crop trait that has the same DNA as a trait that is not desired. d. The DNA test can be performed to look for markers for a desired crop trait rather than for its actual DNA.* e. The DNA test can tell plant breeders which crop trait will be most desired by seed companies. f. The DNA test can indicate which genes will eventually produce a desired crop trait. 	<p>Part B Answer Choice Rationales: Options B and D are the correct answers; DNA fingerprints for plants now allow breeders to know much sooner in the process whether or not a particular plant possesses a desired trait. Additionally, DNA fingerprinting allows for the identification of markers for a trait, which helps identify offspring that may carry the trait, “without having to search for the specific genetic material.” Option A is incorrect; the option provides a possible misreading of the text, as plant breeders never had to guess which traits were desirable but only had to guess which plants might carry those traits. Option C is incorrect; this option represents a possible misreading of the text. The point of DNA testing is to differentiate between DNA that carries desired traits vs. DNA that doesn’t, not to look for similarities. Option E is incorrect; the option represents a possible misreading of the text in that genes for desired traits may be present in the DNA, but they cannot help plant breeders predict which traits will be desired by seed companies. Option F is incorrect; this option represents a possible misreading of the text. DNA fingerprinting can be used to identify genes but it cannot indicate which of those genes will produce a desired crop trait unless additional scientific analysis takes place.</p>
<p>Sample Item 3: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned to the two standards and the evidence statements listed because students are asked to first determine what relationship is being</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p><u>Standard RST.9-10.5:</u> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>

introduced and then provide explanations of how the relationship manifests itself in results.

Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.

Evidence Statement for RST.9-10.5:

The student's response

- provides an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Evidence Statement for RST.9-10.1:

The student's response

- provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.

Sample Item 3: 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 multiple pieces of textual evidence, showing true 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 (B) and the answers to Part B (B and D).
- 1 point is awarded when the student correctly chooses the answer to Part A (B) but either gets one of the two possible correct answers in Part B (B or D) 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 9: “Fields of Fingerprints: DNA Testing for Crops”

Sample Item 4: Questions and Standards

Question: The article shows that understanding plant DNA offers many advantages to plant growers and scientists. To complete the chart below, first select the **two** statements from the left column that are advantages of understanding plant DNA.

Then, drag and drop **one** quotation from the list of possible supporting evidence into the “Supporting Evidence” column to provide textual support for **each** advantage you selected. You will not use all of the statements from the box titled “Possible Supporting Evidence.”

Advantages of Understanding Plant DNA	Supporting Evidence
A. The study of plant DNA has led to a better understanding of human DNA.	
B. The study of plant DNA has led to advancements in computer programs that help with the analysis of genes.	

Sample Item 4: Advances and Answers

Item Advances: The skills of reading carefully, examining key ideas, and applying an understanding of a text are essential for college and career readiness. This Technology-Enhanced Constructed Response item asks students to analyze the various advantages of understanding plant DNA as put forth by the text and then provide textual evidence showing how those ideas are developed.

Answer Choice Rationales: The correct answers in the left-hand column are options C and D. Because researchers now understand plant DNA, they can isolate genes that are responsible for desirable traits that will be used to grow more useful plants (plants that produce more edible product, plants that are drought resistant, etc.). Also, these traits can now be identified earlier in the process than ever before, because a crop does not have to grow to full maturity to see if the traits will be manifested; the DNA of the seeds can provide the information so researchers find out early whether the traits are present or not. Option A is an incorrect answer; although plant and human DNA may be studied in a similar manner and both can be used to solve crimes, there is no textual evidence that the study of plant DNA has led to a better understanding of human DNA. Option B is an incorrect answer; although computer programs can be used to analyze plant DNA, there is no textual evidence that the programs have become more advanced. Option E is an incorrect answer; although scientists now understand plant DNA better than before, there is no textual evidence that they can recreate plants that have become extinct. Option F is an incorrect answer; although DNA kits will soon be publicly available, the text does not indicate that the study of DNA has generated more public interest in science.

C. The study of plant DNA has enabled scientists to isolate the genes responsible for more useful plants.*		<p>The correct answers in the second column are 4 and 6. Option 4 supports Option C in the first column by offering textual evidence of the desirable traits that scientists can isolate and propagate. Option 6 supports Option D in the first column by describing that seeds can provide information about DNA so the identification process can start much earlier in the growth cycle. Options 1, 2, 3, and 6 are quotations from the text but do not support the advantages identified in the first column.</p> <p>Note that in the computer-delivered version of the item, the options will not be numbered or lettered.</p>
D. Scientists can now determine if a crop has desired characteristics much earlier in the growth cycle.*		
E. Plant DNA now enables scientists to recreate species of plants that have become extinct.		
F. Plant DNA has generated public interest in science and has resulted in new products being sold.		
Possible Supporting Evidence		
1. “Easy to use DNA test kits for certain crops should be on the market within the next few years.”		
2. “Specialized computer-based analysis programs identify the fingerprint, or specific genes carried in the seed of individual crop varieties.”		

<p>3. “The technique of DNA fingerprinting has been developed using the science of genetics.”</p>	
<p>4. An organism's DNA contains the blueprint of its characteristics --in the case of plants, that would include features like yield, drought resistance and starch content.(correct answer for C)*</p>	
<p>5. “At one time, the researcher would have to grow the crop to see if the trait is present. But now, the DNA of the seed batch can be tested to determine if the seeds contain the sought-after gene.” (correct answer for D)*</p>	
<p>6. “Since DNA fingerprints are taken from the same DNA that carries the entire genetic blueprint for the plant, pieces of DNA that are close together tend to be passed on together from one generation to the next.”</p>	
<p>Sample Item 4: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to analyze one of the central ideas of the text: that the study of plant DNA has resulted in scientific advancements in plant breeding.</p> <p>Because the text on which these items are based is scientific and informational, both the Reading for</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p>Standard RST.9-10.2: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>Evidence Statement for RST.9-10.2:</u></p> <p><i>The student’s response</i></p>

<p>Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be used as applicable, depending on the focus of each item in the set.</p>	<ul style="list-style-type: none"> • <i>provides a statement of the central ideas of a text.</i> <p><u>Standard RST.9-10.1:</u> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p><u>Evidence Statement for RST.9-10.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> • <i>provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.</i>
<p>Sample Item 4: Scoring Points and Rationale</p>	
<p>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 demonstrate understanding of a central idea but also can support that understanding with textual evidence, showing true mastery of the skill rather than the ability to guess.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses both answers to Part A (C and D) and both answers to Part B (4 and 5). • No points are awarded when the student incorrectly answers Part A but answers Part B correctly (4 and 5) or answers neither part correctly. • Any other combination results in 1 point.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 5: Questions and Standards	Sample Item 5: Advances and Answers
<p>Question: Complete the diagram below by choosing and correctly sequencing the steps of the process of developing a DNA fingerprint, as described in the text. Drag and drop each selected step into the appropriate box. Not all steps will be used.</p> <p>First . . . Then . . . Then . . . Then . . . Finally . . .</p> <div style="border: 1px solid black; border-radius: 15px; width: 350px; height: 100px; margin: 10px auto; display: flex; justify-content: space-around;"> <div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px;"></div> <div style="border: 1px solid black; border-radius: 15px; width: 60px; height: 60px;"></div> </div> <p style="text-align: center;">STEPS OF THE PROCESS</p> <ul style="list-style-type: none"> • Sort the DNA fragments into a pattern. • Use scissors to cut the DNA into strands of differing lengths and shapes. • Identify the pattern by locating the sites where the radioactive probes bonded to the DNA fragments. • Place particles in a series of sieves to separate them by size. • Add an extraction solution to a small amount of the sample being studied. 	<p>Item Advances: The skills of reading carefully, understanding complex procedures, and applying an understanding of a text are essential for college and career readiness. This Technology-Enhanced Constructed Response item asks students to comprehend and analyze the various steps taken to make a DNA fingerprint.</p> <p>Answer Choice Rationales:</p> <p>The correct sequence is</p> <ul style="list-style-type: none"> • Add an extraction solution to a small amount of the sample being studied. (step 1). • Add enzymes to the extracted DNA. (step 2) • Sort the DNA fragments into a pattern. (step 3) • Shift the pattern to a nylon sheet and inject radioactive probes. (step 4) • Identify the pattern by locating the sites where the radioactive probes bonded to the DNA fragments. (step 5). <p>Two of the choices, “Use scissors to cut the DNA into strands of differing lengths and shapes” and “Place particles in a series of sieves to separate them by size,” are not steps in the process and represent possible misreadings or misunderstandings of the text.</p>

- Shift the pattern to a nylon sheet and inject radioactive probes.
- Add enzymes to the extracted DNA.

Sample Item 5: Alignment

Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to demonstrate understanding of the steps to creating a DNA fingerprint as detailed by the text.

Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.

PARCC Assessment Claim, Standards, and Evidence Statements Assessed

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

Standard RST.9-10.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Evidence Statement for RST.9-10.3:

The student's response

- *demonstrates the ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.*

Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Evidence Statement for RST.9-10.1:

The student's response

	<ul style="list-style-type: none"> • <i>provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.</i>
Sample Item 5: Scoring Points and Rationale	
<p>Scoring Rationale: The PARCC assessment reflects the key shift of requiring students to read closely and analyze deeply by offering partial credit if the student is able to choose and correctly sequence at least three of the five steps and full credit if the student correctly identifies and orders all five steps, showing mastery of the ability to understand the steps of a complex procedure.</p>	<p>Scoring Points:</p> <ul style="list-style-type: none"> • 2 points are awarded when the student correctly chooses and sequences all five steps. • 1 point is awarded when the student chooses at least three of the five correct steps and sequences them correctly. • No points are awarded when the student chooses and sequences fewer than three steps correctly.

Sample Items for Grade 9: “Fields of Fingerprints: DNA Testing for Crops”	
Sample Item 6: Questions and Standards	Sample Item 6: Advances and Answers
<p>Part A Question: What is one question the article answers by explaining the steps required to obtain a DNA fingerprint?</p> <ol style="list-style-type: none"> a. How long does it take for scientists to obtain DNA fingerprints? b. How complicated is the process used to obtain a DNA fingerprint?* c. Why is it possible that obtaining DNA fingerprints will become more common? d. Why is it important to obtain a DNA fingerprint? 	<p>Item Advances: The skills of reading carefully, examining key ideas in a text, and applying an understanding of a text are essential for college and career readiness. This item asks students to analyze a scientific text to determine the underlying questions that the text was written to address. The item advances assessment by including a second part that asks students to select an accurate description of the text that supports the correct answer in Part A.</p> <p>Answer Choice Rationales: Option B is the correct response. The explanation of the steps required for DNA fingerprinting within the text illustrates that DNA analysis is a straightforward scientific process that can be applied to plants; it describes the process and is implicated by the reference to easy-to-use kits for DNA analysis of plants that will be coming to the marketplace. Option A is incorrect; the question of how long the DNA fingerprint process takes is not a focus of the text. Option C is incorrect; by explaining the required steps for obtaining a DNA fingerprint, the text shows what the DNA process is and tells how it will be useful; it does not reflect on why the use of DNA analysis will become more common. Option D is incorrect; the focus of explaining the steps is to provide a description of the process of DNA analysis and its application to plants rather than a discussion of the importance of obtaining a DNA fingerprint.</p>
<p>Part B Question: Which quotation from the article best reflects an inference that supports the answer to Part A?</p>	<p>Item Advances: Part B of this Evidence-Based Selected Response item departs from past assessments by asking students to support their response to Part A with a quotation from the text. This approach calls for students to engage in close reading and careful analysis of the text in order to be able to correctly answer the question.</p>

<p>a. “Easy to use DNA test kits for certain crops should be on the market within the next few years.”*</p> <p>b. “The technique of DNA fingerprinting has been developed using the science of genetics.”</p> <p>c. “An organism's DNA contains the blueprint of its characteristics --in the case of plants, that would include features like yield, drought resistance and starch content.”</p> <p>d. “The DNA of each individual is unique, producing a unique set of fragments.”</p>	<p>Part B Answer Choice Rationales: Option A is the correct answer; the quotation suggests the underlying question that the text addresses—how difficult is it to obtain a DNA fingerprint? Option B is incorrect; although it states an important background fact, it does not point to the central question that the text addresses. Option C is incorrect; it explains generally what the characteristics of plants are, but it does not indicate the question that the text was written to answer. Option D is incorrect; although it states an essential premise of DNA analysis, it does not point to the underlying question the text seeks to address.</p>
<p>Sample Item 6: Alignment</p>	
<p>Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. Additionally, the item is aligned well to the two standards and the evidence statements listed because students are asked to determine the author’s purpose by articulating the underlying question that the text addresses. The item demonstrates a level of complexity not seen in tests in the past, in that in Part B students are asked to provide additional analysis in their selection of evidence to support the answer chosen in Part A.</p> <p>Because the text on which these items are based is scientific and informational, both the Reading for Information Standards and the Reading Standards for Literacy in Science and Technical Subjects can be</p>	<p>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</p> <p>PARCC Assessment Claim: Students read and demonstrate comprehension of grade-level complex informational text.</p> <p>Standard RST.9-10.6: Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p><u>Evidence Statement for RST.9-10.6:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> • <i>provides an analysis of the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</i>

used as applicable in an End-of-Year passage set, depending on the focus of each item in the set.

Standard RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Evidence Statement for RST.9-10.1:

The student's response

- *provides specific textual evidence to support analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.*

Sample Item 6: 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 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 or apply that inference with 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 (B) and the answer to Part B (A).
- 1 point is awarded when the student correctly chooses the answer to Part A (B) 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.