



## Grade 5 Sample Items

The End of Year Assessment for Grade 5 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 Information CCSS at grade 5. 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 5: “Life in the Limbs” by Heather Kaufman-Peters	
Sample Item 1: Questions and Standards	Sample Item 1: Advances and Answers
<p><b>Part A Question:</b> What is the meaning of the word <b>dictate</b> as it is used in paragraph 23?</p> <ul style="list-style-type: none"> <li>a. hint</li> <li>b. fix</li> <li>c. understand</li> <li>d. decide*</li> </ul>	<p><b>Part A Item Advances:</b> The skills of reading closely and using context clues to determine the meaning of unfamiliar vocabulary words are essential to college and career readiness. This EBSR question asks students to use context to determine the meaning of an academic vocabulary (Tier 2) word that is likely to be unfamiliar to them until middle school. The word is important to the central ideas of the text because it helps students understand that the tree-house builder wants to be respectful of the trees in which he builds.</p> <p><b>Part A Answer Choice Rationales:</b> Option D is the correct response; the author indicates that the trees themselves determine the shape of the tree house to be built. Although Option A makes sense when placed back into the sentence, the context shows that the trees do more than hint or suggest; they “determine.” Similarly, Option B can make sense when substituted back into the sentence, but the context shows that the trees are not repairing or stabilizing the shape of the tree house; they are determining it. Similarly, Option C also can replace the target word in the sentence, but the context makes it clear that the trees are deciding the shape, not understanding it.</p>
<p><b>Part B Question:</b> Which phrase helps the reader understand the meaning of <b>dictate</b>?</p> <ul style="list-style-type: none"> <li>a. “recreate the tree house”</li> <li>b. “determine the shape”*</li> <li>c. “is less expensive to build”</li> </ul>	<p><b>Part B Item Advances:</b> Part A of this EBSR question may resemble a traditional vocabulary question, but Part B takes the item in a new direction, asking students to indicate the context that best helps readers determine the meaning. This requirement to determine the context that supports the correct response to Part A illustrates one of the key shifts in CCSS assessment: use of textual evidence.</p> <p><b>Part B Answer Choice Rationales:</b> Options A, C, and D appear near the target word in the</p>



d. “has all the time in the world”	passage, but they do not help readers understand the meaning of <i>dictate</i> . Option B is the correct response because the shape is determined or decided by the tree, not by what a person wants.
------------------------------------	---

**Sample Item 1: Alignment**

<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Vocabulary Interpretation and Use and these two standards and related evidence statements by asking students to use context within this informational passage to determine the meaning of an academic vocabulary word that is important to the passage. This vocabulary item demonstrates a level of complexity not seen in tests in the past.</p> <p>The text aligns to Reading Standard 10 because quantitative data place it in the 4-5 grade band and qualitative analyses place it at grade 5.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim - Vocabulary Interpretation and Use:</b> Students use context to determine the meaning of words and phrases.</p> <p><u>Standard RI. 5. 4:</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><u>Evidence Statement for RI. 5.4:</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 general academic words or phrases in a text relevant to grade 5 topics or subject area.</i></li> </ul> <p><u>Standard L.5.4:</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><u>Evidence Statement for L. 5.4:</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, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i></li> </ul>
---	---



	<p><b>Standard RI. 5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RI. 5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"><li>• <i>Demonstrates the ability to quote accurately from a text when explaining inferences drawn from the text.</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, but the PARCC assessment reflects the key shift of requiring students to read closely and support their conclusions with textual evidence by offering full credit only if both Part A and Part B are correct.</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 answer to Part B (B).</li><li>• 1 point is awarded when the student correctly chooses the answer to Part A (D).</li></ul>

**Sample Items for Grade 5: “Life in the Limbs” by Heather Kaufman-Peters**

**Sample Item 2: Questions and Standards**

**Question:** Choose the two main ideas and drag them to the empty box labeled “Main Ideas.” Then choose one detail that best supports each main idea. Drag each detail into the empty box labeled “Supporting Details.”

Possible Main Ideas	Possible Supporting Details
Jonathan has his own 1000-yard zipline.	"In fact, as a tree house architect, Jonathan has built more than 380 custom tree houses across the United States."*
Jonathan is an experienced tree house builder.*	"Jonathan’s love of tree-house living began when he was a kid.”
Jonathan works carefully so that tree houses do not hurt the trees.*	"It was the most fun I ever had."
Jonathan lived in a tree house when he was in college.	"I build a tree house so it helps the tree,' he says."*

**Sample Item 2: Advances and Answers**

**Item Advances:** The skills of reading carefully and determining main ideas and supporting textual evidence are essential to college and career readiness. This TECR question allows students to determine two main ideas in a text and also select supporting details from the text, important elements of Standards 2 and 1 at grade 5. This use of technology to present complex questions and indicate relationships among several ideas represents an advance in the PARCC assessments.

**Answer Choice Rationales:** The two main ideas in the left-hand column are that Jonathan is an experienced builder and that he works carefully not to harm trees. Both of these ideas are central to the meaning of this informational text. The other three ideas—that Jonathan has a zipline, lived in a tree house in college, and advises learning the names of trees—are details in the text, not main ideas.

The first detail in the list of possible supporting details—that Jonathan has built more than 380 houses—is the correct response for the first main idea; students are asked to infer that someone who has built more than 380 tree houses can be described as “experienced.” The second detail from the list of possible supporting details, like the third, fifth, and sixth details, does not provide relevant textual evidence for either of the two main ideas presented in the question, although all the incorrect details may be plausibly interpreted as support for the incorrect ideas in the left-hand column. The fourth detail from the list of possible supporting details—that Jonathan

Jonathan advises readers to learn the names of trees.	"Walk in the woods and learn the different trees. Spend time climbing and learn how to do it safely."	builds a tree house so that it helps the tree—supports the idea that Fair Oaks is careful not to hurt the trees he uses and is therefore the second correct answer.						
Jonathan once built a house in a crab apple tree.	"One of his favorite names is 'Ups and Downs.'"							
<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;"><b>Main Ideas</b></td> <td style="width: 50%;"><b>Supporting Details</b></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table>		<b>Main Ideas</b>	<b>Supporting Details</b>					
<b>Main Ideas</b>	<b>Supporting Details</b>							



<b>Sample Item 2: Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational passage. Additionally, the item is aligned to the two standards and the evidence statements listed because it asks students to determine two main ideas and then locate one supporting detail for each main idea.</p> <p>The text aligns to Reading Standard 10 because quantitative data place it in the grade band and qualitative analyses place it at grade 5.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</p> <p><u>Standard RI. 5. 2:</u> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><u>Evidence Statement for RI. 5.2:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> <li>• <i>Provides a statement of two or more main ideas of a text.</i></li> </ul> <p><u>Standard RI. 5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RI. 5.1:</u></p> <p><i>The student’s response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to quote accurately from a text when explaining inferences drawn from the text.</i></li> </ul>
<b>Sample Item 2: Scoring Points and Rationale</b>	
<p><b>Scoring Rationale:</b> In order to receive full credit for this item, students must choose the two main ideas and the correct supporting detail for each main idea. Partial credit is awarded for students who can show some, but not full demonstration</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when the student chooses the correct main ideas and corresponding details.</li> <li>• 1 point is awarded if the student correctly chooses one correct main idea and a corresponding detail or if the student chooses two correct main ideas</li> </ul>



of the standards assessed.

without any correct corresponding details.

- 0 points are awarded if the student fails to demonstrate partial mastery of the standards (does not meet the requirements for 1 or 2 points as outlined above).



**Sample Items for Grade 5: “Life in the Limbs” by Heather Kaufman-Peters**

Sample Item 3: Questions and Standards	Sample Item 3: Advances and Answers
<p><b>Part A Question:</b> What is the purpose of the braces described in paragraph 6 of the article?</p> <ul style="list-style-type: none"> <li>a. They fix broken tree limbs, so a tree house will not fall down.</li> <li>b. They lock several trees together, so almost any kind of tree can be used.</li> <li>c. They join two trees into one unit, so a tree house looks secure.</li> <li>d. They help trees hold up a tree house, so the trees will not break.*</li> </ul>	<p><b>Part A Item Advances:</b> The skills of reading closely and determining the meaning of statements in a text are essential to college and career readiness. The first part of this EBSR question asks students to select a claim—based on their study of the text—that shows their comprehension of ideas in the text. This part of the item critically sets the stage for Part B, where students are asked to prove their answer by citing two quotations that provide textual evidence that supports their answer in Part A.</p> <p>In this item, students are asked to read closely one of the key paragraphs in the text and one of the key terms in the text. Students need to use their understanding of the text to provide the claim that “braces” are posts in the ground that help hold up the tree house because the available trees may not be strong enough to bear the weight. This concept underlies much of the rest of the article; tree houses are possible because they can be supported not only by the tree(s) but also by the ground.</p> <p><b>Part A Answer Choice Rationales:</b> Option A is incorrect because the article indicates that braces support tree houses by carrying some of their weight, not by fixing broken limbs. Option B is incorrect because the article indicates that the reason almost any kind of tree can be used is because braces can support weight, not because braces lock trees together. Option C is incorrect because the article indicates that the tree house looks and is secure because of support from the ground, not because two trees are joined. Option D is the correct response: Braces are posts that support the weight of the house to prevent harm to the tree.</p>

**Part B Question:** Which two details from the article help support the answer to Part A?

- “Designing unique tree houses may sound tough, but Jonathan says it’s no sweat.”
- “Hardwoods such as oak, maple, or hickory make the best trees for houses—but I did once build a wonderful tree house in a crabapple tree.”
- “My tree house is in two trees—an oak and a fir—and has three posts to support the weight.”\*
- “As a certified arborist, Jonathan tries to never harm the trees.”\*
- “The tree’s center of gravity is at the top and the ends of its branches, so I build a house down at the center of the tree. . . .”
- “The tree grows over the artificial limbs, and they become part of the tree, . . .”

**Part B Item Advances:** Part B of this EBSR question takes the item in a new direction that calls for students to determine which textual evidence best supports the correct claim about the meaning of the text in Part A. Students are asked to demonstrate deeper insight into the text that traditional test questions generally have not done. Students not only must determine the important and accurate explanation for the function of the braces (in Part A) but also must locate two quotations from the text that help explain the function of the braces (in Part B), illustrating one of the key shifts in CCSS assessment: use of textual evidence.

**Part B Answer Choice Rationales:** Options A, B, E, and F in Part B may appear to support some of the incorrect choices in Part A, but they do not provide evidence for the function of braces in building tree houses. Options C and D provide the correct responses because they both give details showing that the braces help keep the tree from breaking as a result of the weight imposed by the treehouse.

**Sample Item 3: Alignment**

**An Explanation of Alignment:** The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational text. The item aligns with these claims, standards, and evidence statements by first (in Part A) asking students indirectly to make use

**PARCC Assessment Claim, Standards, and Evidence Statements Assessed**

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

**Standard RI. 5. 8:** Explain how an author uses reasons and evidence to

<p>of evidence in the text to determine the purpose of the braces and then (in Part B) to directly cite the relevant evidence. The two parts of the item are thus tightly linked together and illustrate an advance in PARCC assessments.</p> <p>The text aligns to Reading Standard 10 because quantitative data place it in the 4-5 grade band and qualitative analyses place it at grade 5.</p>	<p>support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><u>Evidence Statement for RI. 5.8:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Identifies which reasons and/or evidence support which points.</i></li> </ul> <p><u>Standard RI.5.1:</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statements for RI.5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to quote from a text when explaining what the text says explicitly.</i></li> </ul> <p><u>Evidence Statement for RI.5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to quote accurately from a text when explaining inferences drawn from the text.</i></li> </ul>
<p><b>Sample Item 3: Scoring Points and Rationale</b></p>	
<p><b>Scoring Rationale:</b> In order to receive full credit for this item, students must choose the correct claim about the text in Part A and both relevant details from the text. Partial credit is given for partial achievement, as described under the Scoring Points section.</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 in Part A (D) and both supporting quotations (C and D).</li> <li>• 1 point is awarded if the student correctly chooses the answer in Part A and 1 of the supporting quotations.</li> <li>• 0 points are awarded if the answer in Part A is not chosen correctly.</li> </ul>



<b>Sample Items for Grade 5: “Life in the Limbs” by Heather Kaufman-Peters</b>	
<b>Sample Item 4: Questions and Standards</b>	<b>Sample Item 4: Advances and Answers</b>
<p><b>Part A Question:</b> Which idea is found in both the article about Fair Oaks and the sidebar about Nelson?</p> <ul style="list-style-type: none"> <li>a. Each tree house should be special for its owner.*</li> <li>b. People should climb trees for practice before building a tree house.</li> <li>c. Having a tree house is good for people.</li> <li>d. Going to a tree house school can be helpful in getting started.</li> </ul>	<p><b>Item Advances:</b> The skills of reading carefully, determining the relationships among key ideas, and comparing information across texts are essential to college and career readiness. Part A of this question asks students to compare topics covered by the article and sidebar to find an idea covered by both. Although this approach has appeared in past assessments, students have not been previously asked to provide evidence for their answer, as required by Part B of this item.</p> <p><b>Answer Choice Rationales:</b> Option A is the correct answer. Both the article and the sidebar provide information about Fair Oaks and Nelson’s commitment to making each tree house special. Option B is incorrect. Although the article mentions that Fair Oaks climbed trees as a child and he recommends spending time climbing, there is no similar recommendation in the sidebar. Option C is incorrect, as while tree houses may be fun, it does not mean they are necessarily good for people. Option D is incorrect. Although Nelson runs a tree house school, he does not explicitly recommend attending one before building.</p>
<p><b>Part B Question</b></p> <p>Choose one detail from the article and one detail</p>	<p>This TECR question allows students to directly interact with the text in that the technology used for this item is "hot spot" technology, which allows chunks of text to be selectable. As students move their cursors</p>

from the sidebar that support the answer to Part A. Drag each of the details into the box labeled "Supporting Details."

Supporting Detail from Article	Supporting Detail from Side Bar

over the text that can be selected, that text will be highlighted or otherwise delineated. Each piece of text will be "chunked" into logical units, with students able to select one "chunk" from each text.

The details the students choose provide evidence that both the article and the sidebar discuss the tree house builders' commitment to making each tree house special.

**Answer Choice Rationales:**

Paragraphs 11, 12, 13, and 16 from the article provide evidence that Fairoaks tries to make each tree house special: Paragraph 11 establishes that he always includes swings for enjoyment. Paragraph 12 offers evidence that he wants both the location and the views through the windows to be special and even used stained glass. Paragraph 13 mentions Ewok villages, which many would consider to be special because they replicate a scene from a movie. Paragraph 16 shows that he names each house. Students are required to choose only **one** of these paragraphs.

Paragraphs 21, 25, and 27 from the sidebar provide evidence that Nelson tries to make each tree house special. Paragraph 21 mentions the tree house from The Swiss Family Robinson, which is special because it comes from a famous movie. Paragraph 25 shows that he adds fun to his tree houses by including things like water balloon launchers, and paragraph 27 shows that he gives names to each house. Students are required to choose only **one** of these paragraphs.

<b>Sample Item 4: Alignment</b>	
<p><b>Explanation of Alignment:</b> The item meets the PARCC Assessment Claim for Reading Information, as the question is based on an informational passage. Additionally, the item is aligned to the two standards and the evidence statements listed because it asks students to show evidence of a topic addressed by both the article and the sidebar: that each builder makes his tree houses special for the owner.</p> <p>The text aligns to Reading Standard 10 because quantitative data place it in the 4-5 grade band and qualitative analyses place it at grade 5.</p>	<p><b>PARCC Assessment Claim, Standards, and Evidence Statements Assessed</b></p> <p><b>PARCC Assessment Claim:</b> Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</p> <p><b>Standard RI.5.9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><u>Evidence Statement for RI. 5.9:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Provides a statement that integrates information from several texts on the same topic.</i></li> </ul> <p><b>Standard RI. 5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Evidence Statement for RI. 5.1:</u></p> <p><i>The student's response</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to quote accurately from a text when explaining inferences drawn from the text.</i></li> </ul>
<b>Sample Item 4: Scoring Points and Rationale</b>	
<p><b>Scoring Rationale:</b> In order to receive full credit for this item, students must choose the correct answer for Part A and a supporting detail from both the article and the sidebar. Partial credit is given for</p>	<p><b>Scoring Points:</b></p> <ul style="list-style-type: none"> <li>• 2 points are awarded when students choose the correct answer for Part A (A) and a correct supporting detail from both the article and the sidebar.</li> </ul>



partial achievement, as described under the Scoring Points section.

- 1 point is awarded when the student chooses the correct answer in Part A and provides a detail from either the article OR the sidebar.
- 0 points are awarded if the student chooses an incorrect answer in Part A.