Grade 4 Sample Items:

This passage set represents a complete literary analysis task for 4th Grade. The passage set includes seven items, with four Evidenced-Based Selected Response (EBSR) items, two Technology-Enhanced Constructed Response (TECR) items, and one Prose Constructed Response (PCR) item. Students read a purpose setting statement for the task and then read the first passage. After answering EBSR and TECR items, the students reads the second passage. The students answer additional EBSR and TECR items and finally respond 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 4: "Cricket and Cougar"	
Sample Item 1: Questions and Standards	**Sample Item 1: Advances and Answers**
Part A Question: What is the meaning of the word **avenge** as it is used in the story? a. believe b. get even* c. make friends with d. scare	**Part A Item Advances:** 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. The word is important to the central ideas of the text because it emphasizes the situation that is causing the family to flee. **Part A Answer Choice Rationales:** Option B is the correct response; the context shows that the family member is to get even with Cougar for threatening to destroy the cricket's home. Options A, C, and D all make sense in the sentence, but not in the context of the story.
Part B Question: Which detail from the story best supports the answer to Part A? a. "'In this forest, I am the chief of the animals!'" b. "'I don't believe you, little insect,' snarled Cougar." c. "'Ahrr! Ahrr!'" cried the cougar in pain, "'Get out of my ear!'"* d. "'Cricket, come out! Let me meet	**Part B Item Advances:** 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 use the context and see the pattern in word meanings applied across the story. 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. **Part B Answer Choice Rationales:** While using syntax, all of the choices are possible, Options A, B, and D are incorrect. Only Option C provides evidence from the text showing what it means to "avenge" another.

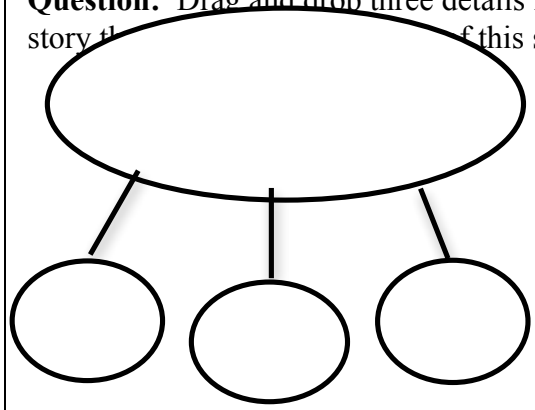
your mighty cousin!'"	
Sample Item 1: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Vocabulary Interpretation and Use and these two standards and related evidence statements by asking students to use context within this literary passage to determine the meaning of 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.	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed** **PARCC Assessment Claim -** Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases. Standard RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). Evidence Statement for RL.4.4: *The student's response* • *Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).* Standard RL. 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Evidence Statement for RI.4.1: *The student's response* • *Provides references to details and/or examples in a text when explaining inferences drawn from the text.*

Sample Item 1: 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, but the PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering full credit only if both Part A and Part B are correct, demonstrating that students not only made an inference but also supported that inference with the textual evidence from which they drew this knowledge. Students can be awarded partial credit for getting Part A correct (demonstrating accurate reading comprehension).	**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).

Sample Items for Grade 4: "Cricket and Cougar"

Sample Item 2: Questions and Standards

Question: Drag and drop three details from the story th[illegible] of this story.



Details from the Story

"Cougar is the mightiest of the animals in the forest."*
"The next day, when the sun was high, Cougar came back along the same trail."*
"The mosquito began to bite the soft inner ear of the cougar, and drank from his blood."
"The mosquito bit him again and again."
"The cougar pawed at his ear, and ran around in a circle shaking his head."
"Cricket, come out! Let me meet your mighty cousin!"
"Cougar ran off down the trail, and never

Sample Item 2: Advances and Answers

Item Advances: The skill of reading carefully to comprehend text is essential for college and career readiness. This TECR question allows students to demonstrate understanding of how the author has created the setting of the story. The technology enhancement in this item permits a level of complexity that has not been available in assessments of the past, unless students wrote constructed responses, which had to be hand scored. The traditional format of four-option selected-response could be machine scored, but the format limited the amount of evidence that a student could provide. In this item, students find three details from the story to show they can describe the setting of the story. This item heeds the call from the CCSS for close reading, as students will have to read carefully to determine the distinction between details that are used to create the setting and those used to describe the characters or events. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis task—writing a short essay.

Answer Choice Rationales: Although all of the details provided come directly from the text, only three of them describe the setting of the story. The three correct details tell that the actions of the story take place in a forest on a trail over a two day period.

went that way again."*	
Sample Item 2: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the standards and the evidence statements listed because it asks students to understand which specific and explicit details help to describe the setting of the story. Understanding the setting is important because the context of the relationship among the characters is in part a reflection of the nature of forest animal relationships.	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed** **PARCC Assessment Claim:** Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Evidence Statement for RL.4.3: *The student's response* • *Provides an in-depth description of a setting in a story or drama, drawing on specific details in the text.* Standard RL. 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Evidence Statement for RL.4. 1: *The student's response* • *Provides references to details and/or examples in a text when explaining inferences drawn from the text.*
Sample Item 2: Scoring Points and Rationale	
Scoring Rationale: In order to receive full credit for this item, students must choose the three details	**Scoring Points:**

that accurately describe the setting of the poem. Partial credit is given for partial achievement, as described in the Scoring Points section.	• 2 points are awarded when the student correctly chooses all three correct details. • 1 point is awarded when students choose two correct details. • 0 points are awarded if the student selects fewer than two correct details.

Sample Items for Grade 4: "Cricket and Cougar"	
Sample Item 3: Questions and Standards	**Sample Item 3: Advances and Answers**
Part A Question: Which statement best expresses one of the themes of the story? a. Believe in the wisdom of others. b. Everyone has strengths.* c. Do not be afraid of others. d. We can all learn how to do new things from others.	**Part A Item Advances:** The skills of reading carefully, making inferences, and applying understanding of a text are essential for college and career readiness. This EBSR question allows students to demonstrate comprehension of one of the themes of the text: that everyone has strengths. The item advances assessment by asking students to offer proof of their answer as demonstrated by the inclusion of a Part B. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis task—writing a short analytical essay. **Part A Answer Choice Rationales:** Option A is incorrect because in this story, though belief is mentioned, there is not a discussion of wisdom. Option C is incorrect because in the story there is reason for one animal to fear another. Option D is incorrect because the animals do not teach each other new things. Option B is correct, as there are many details to show that even the smallest of animals can show strength.
Part B Question: Which detail from the story provides the best evidence for the answer to Part A? a. The tough cougar believes the cricket at the end of the story. b. The tiny mosquito is not afraid of the cricket. c. The scary cougar learns to leave the cricket alone. d. The mighty mosquito saves the cricket's	**Part B Item Advances:** Part B asks students to identify a detail from the text that supports the student's understanding of theme as expressed in Part A, illustrating one of the key shifts in CCSS assessment: use of textual evidence. **Part B Answer Choice Rationales:** Options A, B, and C are all true statements, but they do not support the theme statement in Part A—showing everyone has strengths. Option D includes the strongest detail to support the theme of the text. Note that some of the answers in Part B tie closely to incorrect answers in Part A so that students cannot use the process of elimination to get to the correct answer in Part A.

lodge. *	

Sample Item 3: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks students to use their knowledge of the theme of the text to then locate the evidence that helped them make that logical inference. This item demonstrates a level of complexity not seen in traditional tests in the past.	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed** **PARCC Assessment Claim:** Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. Evidence Statement for RL.4.2: *The student's response* • *Provides a statement of a theme of a text.* Standard RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Evidence Statement for RL.4.1: *The student's response* • *Provides references to details and/or examples in a text when explaining inferences drawn from the text.*

Sample Item 3: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering full credit only if both Part A and Part B are correct, demonstrating that students not only made an inference but also supported that inference with the textual evidence from which they drew this knowledge. Students can be awarded partial credit only for getting Part A correct without choosing the correct evidence in Part B.	**Scoring Points:** • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (D). • 1 point is awarded when students get Part A correct (B) but not Part B.

Sample Items for Grade 4: "Kira-Kira" by Cynthia Kadohata	
Sample Item 4: Questions and Standards	**Sample Item 4: Advances and Answers**
Part A Question: What is the meaning of the word **constantly** as the narrator uses it in paragraph 4 of *Kira-Kira*? a. often b. all the time* c. once in a while d. sometimes	**Part A Item Advances:** 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. The word is important to the central ideas of the text because it helps students understand the way the narrator describes the relationship of the sisters—that they were together all the time and had a very strong bond. A typical PARCC vocabulary question would continue, in Part B, to ask students to determine the context in the story that helps readers understand the meaning of the target word in Part A. Part B of this item takes a different approach. It asks students to apply the correct meaning in Part A to a second sentence that contains the phrase "over and over," which is another way "constantly" is defined in the text. **Part A Answer Choice Rationales:** Option B is the correct response; the narrator makes it clear that the girls spent all their time together when Lynn was not in school. The narrator not only states that Lynn actually was the one taking care of her when the parents were working, she also shows several examples of the girls together. They were out on the road at night looking at stars; they were playing during the day near the cornfield; and they were lying on the road during the day looking at the color of the sky. Additionally, it is clear that Katie was so used to being with Lynn that she immediately became fearful when she couldn't see Lynn. Although Options A, C, and D make grammatical sense when placed back into the sentence, they do not reflect the sense of constant togetherness that the narrator establishes throughout the story and summarizes by saying "When she wasn't in school, she stayed with me constantly."

Part B Question: Which detail from "Kira-Kira" uses a word or phrase that also means **constantly**? a. "Lynn told me that when I was a baby, she used to take me onto our empty road at night, where we would lie on our backs and look at the stars while she said over and over, 'Katie, say *'kira-kira, kira-kira*.'"* b. "She was dismayed over how un-Japanese we were and vowed to send us to Japan one day." c. "'The blue of the sky is one of the most special colors in the world, because the color is deep but see-through both at the same time.'" d. "The dog burst from the field suddenly, growling and snarling."	**Part B Item Advances:** Part A of this Evidence-Based Selected-Response question may resemble a traditional vocabulary question, but Part B takes the item in a new direction, asking students to apply the correct response in Part A to a second sentence in the passage and thus indicate a second meaning for the target word. This approach raises the cognitive demand of the item and illustrates one of the key shifts in CCSS assessment: the requirement for close reading of texts. **Part B Answer Choice Rationales:** Option A is the correct response because it contains the phrase "over and over," which is another meaning for the word "constantly." Options A, C, and D all contain words or phrases relating to duration: "one day," "at the same time," and "suddenly." However, these words or phrases do not have the same meaning as "constantly."
Sample Item 4 Alignment	
Explanation of Alignment: The item	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed**

meets the PARCC Assessment Claim for Vocabulary Interpretation and Use and these three standards and related evidence statements by asking students to use context in this literary passage to determine the meaning of an academic vocabulary word that is important to the story. By then also asking students to locate a phrase with the same meaning in a different sentence, this vocabulary item demonstrates a level of complexity not seen in tests in the past. The text aligns to Reading Standard 10 because quantitative data place it in the elementary grade band and qualitative analysis places it at grade 4.	**PARCC Assessment Claim -** Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases. Standard RI. 4. 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area. Evidence Statement for RI. 4.4: *The student's response* • *Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to grade 4 topics or subject area.* Standard RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Evidence Statement for RL.4.1: *The student's response* • *Provides references to details and/or examples in a text when explaining inferences drawn from the text.* Standard L.4.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Evidence Statement for L.4.1: *The student's response* • *Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text).*
Sample Item 4: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC	**Scoring Points:** • 2 points are awarded when the student correctly chooses the answer to Part A (B) and the answer to Part B (A).

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. In this item, each part of the item allows for students to use implicit evidence to demonstrate the vocabulary claim, so students may receive partial credit if either Part A or Part B is answered correctly.	• 1 point is awarded when the student correctly answers only Part A or only Part B correctly. • 0 points are awarded when the student answers neither Part A nor Part B correctly.

Sample Items for Grade 4: "Kira-Kira" by Cynthia Kadohata	
Sample Item 5: Questions and Standards	**Sample Item 5: Advances and Answers**
Part A Question: How are the events in paragraphs 1 and 2 important to the theme of the story? a. They list the many lessons that Lynn taught her younger sister, Katie. b. They explain that Katie's family had very high expectations of her when she was young. c. They show how strong the relationship is between Katie and Lynn.* d. They introduce the idea that Katie and Lynn want to learn more about the Japanese language.	**Part A Item Advances:** The skills of reading carefully, making inferences, establishing connections within and across texts, and applying understanding of a text are essential for college and career readiness. This EBSR question allows students to demonstrate comprehension of how early events connect to one of the central ideas of the story: the close relationship of the sisters. To demonstrate that they can determine the theme, the students apply their understanding of theme to answer the item. The item advances assessment by asking students to offer proof of their answer as demonstrated by the inclusion of a Part B. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis task—writing a short analytical essay. In a complete task, each of the texts will be accompanied by EBSR or TECR questions to help students engage with the texts. **Part A Answer Choice Rationales:** Option A is incorrect, as the lessons that Lynn taught Katie are spread throughout the story and must be inferred due to their implicit nature, not listed in paragraphs 1 and 2. Option B is incorrect, as the paragraphs do not define high expectations for Katie nor are high expectations part of the theme. Option D is incorrect because although the paragraphs show that the sisters lack an understanding of Japanese language, they do not introduce that the sisters want to learn more; in fact, they seem uninterested. Option C is the correct answer, as paragraphs 1 and 2 show that the sisters have a strong bond, which is the theme of the text.
Part B Question: Which sentence from the story provides the best support for the answer in Part A?	**Part B Item Advances:** Part B of this EBSR question takes the item in a new direction that calls for students to show the evidence they used to help them determine how paragraphs 1 and 2 support the theme of the text. Students not only must make the connection between the paragraphs and the story after they have identified the theme, but also must provide the context used to establish the

a. "My sister, Lynn, taught me my first word: *kira-kira*." b. "When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex." c. "She was dismayed over how un-Japanese we were and vowed to send us to Japan one day." d. "I didn't care where she sent me, so long as Lynn came along."*	accuracy of their answer. Part B asks students to identify a sentence from the text that supports their answer in Part A, illustrating one of the key shifts in CCSS assessment: use of textual evidence. **Part B Answer Choice Rationales:** Although options A, B, and C are all sentences from the text, they do not help establish the connection of paragraphs 1 and 2 to the theme of the text. Only option D shows the strong relationship between the sisters. Note that some of the answers in Part B tie closely to incorrect answers in Part A so that students cannot use the process of elimination to get to the correct answer in Part A.
Sample Item 5: Alignment	
Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks students to use their knowledge of the theme of the text to then determine how paragraphs 1 and 2 introduce, connect to, and support the theme. The item then asks students to cite textual evidence to support the inference they made in Part A. This item demonstrates a level of complexity	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed** **PARCC Assessment Claim:** Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. Evidence Statement for RL.4.2: *The student's response* • *provides a statement of a theme of a text.* Standard RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Evidence Statement for RL.4.1:

not seen in traditional tests in the past. The texts align to Reading Standard 10 because quantitative data place them in the 2-3 or 4-5 grade band and qualitative analyses place them at grade 4.	*The student's response* • *provides references to details and/or examples in a text when explaining inferences drawn from the text.*

Sample Item 5: Scoring Points and Rationale	
Scoring Rationale: Past tests would have given credit for a right answer regardless of how a student arrived at the answer, but the PARCC assessment reflects the key shift of requiring students to read closely and provide textual evidence for their answer by offering full credit only if both Part A and Part B are correct, demonstrating that students not only made an inference but also supported that inference with the textual evidence from which they drew this knowledge.	**Scoring Points:** • 2 points are awarded when the student correctly chooses the answer to Part A (C) and the answer to Part B (D). • 1 point is awarded when the student correctly chooses the answer to Part A (C).

Sample Items for Grade 4: "Kira-Kira" by Cynthia Kadohata	
Sample Item 6: Questions and Standards	**Sample Item 6: Advances and Answers**
Question: Create a summary of the story using three of the sentences listed here. Drag the three sentences that describe key ideas from the story into the boxes titled "Summary." The sentences should describe key ideas from the story in the order they happen. 1. Katie's mother is disappointed that the girls use Japanese words incorrectly. 2. Katie remembers when a dog ran out of a corn field and attacked Lynn and her. 3. Katie keeps Lynn's diary in a drawer beside her bed. 4. Katie and Lynn spend much of their time together as they grow up. 5. Lynn taught young Katie to say "kira-kira," which was her first word. 6. Katie believes that Lynn saves her life, but Lynn believes Katie saved her. 7. Lynn explains that the sky is special like the ocean or people's eyes. 8. Lynn sprayed the dog with water so it wouldn't hurt its tongue on broken glass.	**Item Advances:** The skill of reading carefully to summarize information is essential for college and career readiness. This TECR question allows students to develop a summary using statements about the text. In assessments of the past, students either had to write summaries, which then had to be hand scored, or select from four options provided in the options of a selected-response item. PARCC uses technology to advance the testing of summary. In this example, because there are 8 sentences that must first be separated into summary statements and details, the possibility of guessing is minimized. Although sequence is not part of the grade 4 standards, it is important to this item to show that students understand summaries follow a logical order. Answering this complex item will help prepare students for the culminating activity in this Literary Analysis task—writing a short analytical essay. **Answer Choice Rationales:** The correct sentences in order are 4, 2, 6. When these sentences are combined, the summary created captures the central ideas that Katie first reflects on how she and Lynn spent so much of their time together when they were young, then moves to Katie remembering the incident with the dog (a major event that allows Katie to continue to establish the nature of their relationship), and ends with how each interprets that event as an act of sacrifice on the part of the other, demonstrating even further the strength of their bond and nature of their relationship. Note—on the PARCC tests, the sentences will not be numbered. They are numbered here to help explain the scoring/answer choice rationale.

Summary

Sample Item 6: Alignment

Explanation of Alignment: The item meets the PARCC Assessment Claim for Reading Literature, as the question is based on a literary passage. Additionally, the item is aligned well to the two standards and the evidence statements listed because it asks students to summarize the text by determining which statements about the text are summary statements as opposed to minor details. The requirement for sequencing the summary statements makes the task more complex, as being able to sequence based on the text shows students have read closely and understood how the various events are connected. The texts align to Reading Standard 10 because quantitative data place them in the 2-3 or 4-5 grade band and qualitative analyses place them at

PARCC Assessment Claim, Standards, and Evidence Statements Assessed

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

Standard RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Evidence Statement for RL.4.2:

The student's response

- *provides a summary of the text.*

Standard RL. 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Evidence Statement for RL.4. 1:

The student's response

- *provides references to details and/or examples in a text when explaining inferences drawn from the text.*

grade 4.	
Sample Item 6: Scoring Points and Rationale	
Scoring Rationale: In order to receive full credit for this item, students must choose the three key details and order them sequentially. Partial credit is given for partial achievement, as described in the Scoring Points section.	**Scoring Points:** • 2 points are awarded when the student correctly chooses all three correct summary statements and orders them correctly (4, 2, 6). • 1 point is awarded when students choose correctly all three correct summary statements but do not order them sequentially. • 0 points are awarded if the student selects fewer than 3 correct summary statements.

Sample Items for Grade 4: Kira-Kira by Cynthia Kadohata	
Sample Item 7: Questions and Standards	**Sample Item 7: Advances and Answers**
Question: You have read two stories where one family member saves another. Write an essay describing the mosquito from "Cricket and Cougar" and one of the main characters from "Kira-Kira." For each character described, • Explain how the thoughts, words, and/or actions of the character help you understand what the character is like • Explain why the character chooses to save his or her family member • Be sure to include specific details from each story to support your ideas.	**Item Advances:** Traditionally, writing prompts have not called for the use of textual evidence in a student's response. In other words, prompts were often "stand alone," or not tied to a text, and without a text, students had to rely on prior knowledge to respond to prompts. PARCC requires that all writing prompts be closely tied to a text; in fact, the prompts must align to at least one reading standard in addition to writing standards. In this example, the tested reading standard addresses deep analysis of two characters in order to describe them to others. Another advance is that now students are required to demonstrate that they can apply the knowledge of language and conventions when writing (an expectation for both college and careers) as they respond to a prompt. PARCC's required combination of reading, writing, and language skills illustrate the integrated nature of the Common Core State Standards. Note that the prompt represents the culminating activity of a Literary Analysis Task. There are two types of culminating Prose Constructed Response (PCR) items at fourth grade. One type of PCR requires students to compare and synthesize ideas from the two texts. The other type of PCR, as the one shown in this task, does not require comparison and synthesis of ideas from the two texts. Instead, the task requires that the student demonstrates close reading of two texts. This advance in assessment mirrors two important ways students can show versatility in meeting both reading and writing standards during classroom instruction.
Sample Item 7: Alignment	
Explanation of Alignment: The prompt measures the claims for Written Expression, Conventions and	**PARCC Assessment Claim, Standards, and Evidence Statements Assessed** **PARCC Assessment Claim -** Written Expression: Students produce clear and coherent writing in

the Knowledge of Language, and Reading Literature. Because the student is asked to read a literary text, closely analyze the development of the characters through the use of textual evidence, and then write a description of the two main characters using the conventions expected by the grade 3 standards, the item addresses multiple claims. The texts align to Reading Standard 10 because quantitative data place them in the 2-3 or 4-5 grade band and qualitative analyses place them at grade 4. Sets of texts used in the PARCC assessments have a clear and meaningful relationship to each other. The tested concepts arise from significant points of comparison or integration of ideas, not from superficial or obscure connections. Also, text sets align with the CCSS requirements for paired or multiple texts at each grade level and are not paired without specific standards-based justification. For tasks that simulate research, one text is clearly appropriate to serve as an "anchor" text, providing foundational knowledge and leading naturally to	which the development, organization and style are appropriate to the task, purpose and audience. Standard W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Standard W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Standard W.4.9: Draws evidence from literary or informational texts to support analysis, reflection, and research. **PARCC Assessment Claim -** Conventions and the Knowledge of Language: Students demonstrate knowledge of conventions and other important elements of language. Standard L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Standard L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Standard L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. **PARCC Assessment Claim –** Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text. Standard RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Evidence Statement for RL.4.3: *The student's response* • *provides an in-depth description of a* ***character*** *in a story or drama, drawing on specific*

additional reading and exploration.	*details in the text (e.g., a character's thoughts, words, or actions).* Standard RL. 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Evidence Statement for RL.4. 1: *The student's response* • *provides references to details and/or examples in a text when explaining inferences drawn from the text.*
Sample Item 7: Scoring Points and Rationale	
Scoring Rationale: The PARCC Condensed Scoring Rubric for Prose Constructed Responses, Grades 4-5 contains details for all components being analyzed within a student response. These components tie directly to the PARCC Assessment Claims. The scoring of PCRs will not occur until standard setting has occurred. After a group of students responds to the item in a tryout or field test, anchor papers (samples) will be selected to "anchor" each score point. Each of the samples will be annotated. These annotations will include explanations of how the sample papers exemplify (show evidence of) the traits described in the rubric. After the student responses and samples are	**Scoring Points**: Please see the PARCC Condensed Scoring Rubric for Prose Constructed Responses, Grades 4-5 for details regarding the scoring for student responses.

reviewed, the generic scoring rubric will also be tailored to create a specific scoring rubric for this Prose Constructed-Response item.	