PARCC is designed to *reward quality instruction aligned to the Standards*, so the assessment is worthy of preparation rather than a distraction from good work.
PARCC’s Core Commitments to ELA/Literacy Assessment Quality

- **Texts Worth Reading**: The assessments will use authentic texts worthy of study instead of artificially produced or commissioned passages.

- **Questions Worth Answering**: Sequences of questions that draw students into deeper encounters with texts will be the norm (as in an excellent classroom), rather than sets of random questions of varying quality.

- **Better Standards Demand Better Questions**: Instead of reusing existing items, PARCC will develop custom items to the Standards.

- **Fidelity to the Standards (now in Teachers’ hands)**: PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.
The CCSS Shifts Build Toward College and Career Readiness for All Students

- Engage with Complex Text
- Extract and Employ Evidence
- Build Knowledge
Literary Analysis Task (Grade 10): Ovid’s “Daedalus and Icarus” and Sexton’s “To a Friend Whose Work Has Come to Triumph”
Use what you have learned from reading “Daedalus and Icarus” by Ovid and “To a Friend Whose Work Has Come to Triumph” by Anne Sexton to write an essay that provides an analysis of how Sexton transforms Daedalus and Icarus.

As a starting point, you may want to consider what is emphasized, absent, or different in the two texts, but feel free to develop your own focus for analysis.

Develop your essay by providing textual evidence from both texts. Be sure to follow the conventions of standard English.
Grade 10 Evidence-Based Selected-Response Item

Part A
Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?

a. Striving to achieve one’s dreams is a worthwhile endeavor.
b. The thoughtlessness of youth can have tragic results.*
c. Imagination and creativity bring their own rewards.
d. Everyone should learn from his or her mistakes.

Part B
Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

a. “and by his playfulness retard the work/his anxious father planned” (lines 310-311)*
b. “But when at last/the father finished it, he poised himself” (lines 312-313)
c. “he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling” (lines 327-329)
d. “Proud of his success/the foolish Icarus forsook his guide” (lines 348-349)*
e. “and, bold in vanity, began to soar/rising above his wings to touch the skies” (lines 350-351)*
f. “and as the years went by the gifted youth/began to rival his instructor’s art” (lines 376-377)
g. “Wherefore Daedalus/enraged and envious, sought to slay the youth” (lines 384-385)
h. “The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall” (lines 395-396, 399)
Part A
What does the word vanity mean in these lines from the text “Daedalus and Icarus”? “Proud of his success, the foolish Icarus forsook his guide, and, bold in vanity, began to soar” (lines 345-349)

a. arrogance*  
b. fear  
c. heroism  
d. enthusiasm

Part B
Which word from the lines from the text in Part A best helps the reader understand the meaning of vanity?

a. proud*  
b. success  
c. foolish  
d. soar
Research Simulation Task (Grade 7):
Amelia Earhart’s Disappearance
Understanding the Research Simulation Task

- **Session 1:**
  - Students begin by reading an anchor text that introduces the topic. EBSR and TECR items ask students to gather key details about the passage to support their understanding.
  - Then, they write a summary or short analysis of the piece.

- **Session 2:**
  - Students read two additional sources (may include a multimedia text) and answer a few questions about each text to learn more about the topic so they are ready to write the final essay and to show their reading comprehension.
  - Finally, students mirror the research process by synthesizing their understandings into an analytic essay using textual evidence from several of the sources.
Based on the information in the text “Biography of Amelia Earhart,” write an essay that summarizes and explains the challenges Earhart faced throughout her life. Remember to use textual evidence to support your ideas.
You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

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

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

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
Below are three claims that one could make based on the article “Earhart’s Final Resting Place Believed Found.”

<table>
<thead>
<tr>
<th>Claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earhart and Noonan lived as castaways on Nikumaroro Island.</td>
</tr>
<tr>
<td>Earhart and Noonan’s plane crashed into the Pacific Ocean.</td>
</tr>
<tr>
<td>People don’t really know where Earhart and Noonan died.</td>
</tr>
</tbody>
</table>

**Part A**
- Highlight the claim that is supported by the most relevant and sufficient facts within “Earhart’s Final Resting Place Believed Found.”

**Part B**
- Click on two facts within the article that best provide evidence to support the claim selected in Part A.
Narrative Task (Grade 6):
Jean Craighead George’s
Excerpt from *Julie of the Wolves*
Students read one or two brief texts and answer a few questions to help clarify their understanding of the text(s).

Students then write either a narrative story or a narrative description (e.g., writing a historical account of important figures; detailing a scientific process; describing an account of events, scenes, or objects).
In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her.

Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next.
Part A
What does the word “regal” mean as it is used in the passage?

a. generous
b. threatening
c. kingly*
d. uninterested

Part B
Which of the phrases from the passage best helps the reader understand the meaning of “regal?”

a. “wagging their tales as they awoke”
b. “the wolves, who were shy”
c. “their sounds and movements expressed goodwill”
d. “with his head high and his chest out”*
Part A
Based on the passage from *Julie of the Wolves*, how does Miyax feel about her father?

a. She is angry that he left her alone.
b. She blames him for her difficult childhood.
c. She appreciates him for his knowledge of nature.*
d. She is grateful that he planned out her future.

Part B
Which sentence from the passage best shows Miyax’s feelings for her father?

a. “She had been lost without food for many sleeps on the North Slope of Alaska.”
b. “This could be done she knew, for her father, an Eskimo hunter, had done so.”*
c. “Unfortunately, Miyax’s father never explained to her how he had told the wolf of his needs.”
d. “And not long afterward he paddled his kayak into the Bering Sea to hunt for seal, and he never returned.”
Part A
Choose one word that describes Miyax based on evidence from the text. There is more than one correct choice listed below.
A. reckless
B. lively
C. imaginative*
D. observant*
E. impatient
F. confident

Part B
Find a sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.

Part C
Find a second sentence in the passage with details that support your response to Part A. Click on that sentence and drag and drop it into the box below.
End-of-Year Assessment (Grade 3): “How Animals Live”
Part A

What is one main idea of “How Animals Live?”

a. There are many types of animals on the planet.
b. Animals need water to live.
c. There are many ways to sort different animals.*
d. Animals begin their life cycles in different forms.

Part B

Which sentence from the article best supports the answer to Part A?

a. “Animals get oxygen from air or water.”
b. "Animals can be grouped by their traits.”*
c. "Worms are invertebrates.”
d. "All animals grow and change over time.”
e. "Almost all animals need water, food, oxygen, and shelter to live."
Drag the words from the word box into the correct locations on the graphic to show the life cycle of a butterfly as described in “How Animals Live.”

Words:
Advances in the PARCC Mathematics Assessment

August 2012
PARCC is designed to reward quality instruction aligned to the Standards, so the assessment is worthy of preparation rather than a distraction from good work.
Focus: PARCC assessments will focus strongly on where the Standards focus. Students will have more time to master concepts at a deeper level.

Problems worth doing: Multi-step problems, conceptual questions, applications, and substantial procedures will be common, as in an excellent classroom.

Better Standards Demand Better Questions: Instead of reusing existing items, PARCC will develop custom items to the Standards.

Fidelity to the Standards (now in Teacher’s hands): PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.
Overview of Mathematics Task Types

PARCC mathematics assessments will include three types of tasks.

<table>
<thead>
<tr>
<th>Task Type</th>
<th>Description of Task Type</th>
</tr>
</thead>
</table>
| I. Tasks assessing concepts, skills and procedures  | • Balance of conceptual understanding, fluency, and application  
• Can involve any or all mathematical practice standards  
• Machine scorabl including innovative, computer-based formats  
• Will appear on the End of Year and Performance Based Assessment components |
| II. Tasks assessing expressing mathematical reasoning | • Each task calls for written arguments / justifications, critique of reasoning, or precision in mathematical statements (MP.3, 6).  
• Can involve other mathematical practice standards  
• May include a mix of machine scored and hand scored responses  
• Included on the Performance Based Assessment component |
| III. Tasks assessing modeling / applications         | • Each task calls for modeling/application in a real-world context or scenario (MP.4)  
• Can involve other mathematical practice standards.  
• May include a mix of machine scored and hand scored responses  
• Included on the Performance Based Assessment component |

For more information see PARCC Item Development ITN Appendix D.
The speed of an object is defined as the change in distance divided by the change in time.

Information about objects A, B, C and D are shown in the graphs and tables.

Based on the information given, drag and drop the object names in order from greatest speed to least speed in the table provided.
Seeing Structure in a Quadratic Equation

Solve the following equation:

\[(3x - 2)^2 = 6x - 4.\]

When you are finished, enter the solution(s) below.

Solution 1: 

Click + to enter another solution or click Done.
Other sample math items:

- High School Functions:
  http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html

- 7th Grade:
  http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html

- 4th grade:
  http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html