BUILDING CAPACITY FOR COLLEGE AND CAREER READINESS: LESSONS LEARNED FROM NAEP ITEM ANALYSES

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Overview

This analysis explores national, state and district performance on a sample of NAEP and college and career ready consortia (PARCC and SBAC) items that are similar to one another in type and complexity. The analysis explores student response patterns and sample responses on multiple-choice items, short constructed-response items, and extended constructed-response items on 2013 reading and mathematics assessments. Implications for instructional practices essential for student success on college and career ready standards are also explored.

How are NAEP Questions Used?

The questions on the NAEP Questions Tool are meant to be used by teachers, parents, students, and others as examples of what NAEP asks students at grades 4, 8, and 12 in main state NAEP, and at ages 9, 13, and 17 for long-term trend NAEP. The questions also provide exemplars of what the assessment asks of students to assess their specific content knowledge and to compare individual student performance on a specific question with that of students across the state and the nation.

NAEP MATHEMATICS ITEMS

2013

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Math Example 1

- In the PARCC and SBAC examples released to date, students are asked to respond to an item with multiple parts (Part A, Part B, Step 1, Step 2, Step 3, etc.).

- Multistep problems are expected to be common on both the PARCC and SBAC Assessments.

- On a sample multistep item on NAEP, only twenty-three percent of students in Trial Urban Districts (TUDA) and thirty-two percent of students nationwide answered the item completely correctly.

Sample Grade 3-5 PARCC Math

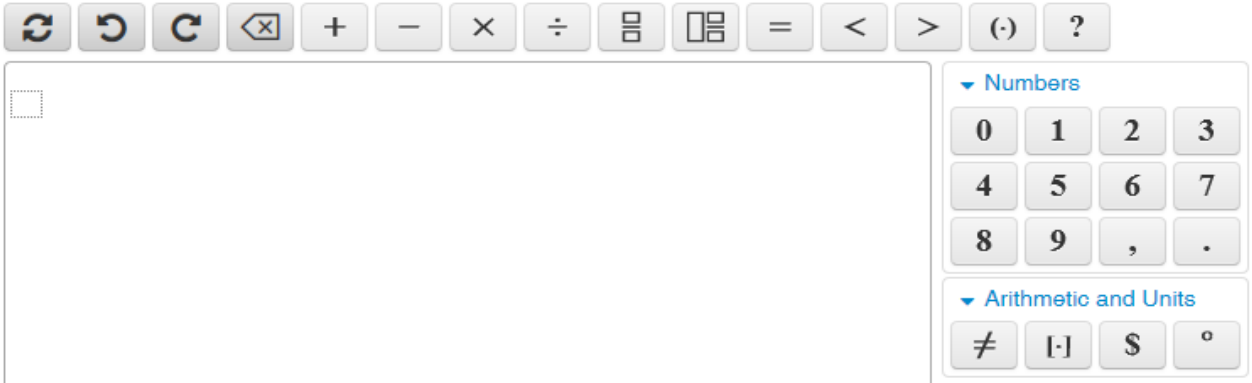
Ms. Morales has a bag of beads.

- She gives Elena 5 beads.
- She gives Damian 8 more beads than Elena.
- She gives Trish 4 times as many beads as Damian.

Ms. Morales then has 10 beads left in the bag.

Part A

How many beads did Damian and Trish each receive? Show or explain how you arrived at each answer.



Part B

How many beads were in Ms. Morales' bag before any beads were given to students?

Enter your answer in the box.

beads

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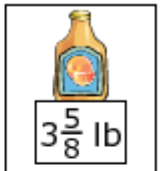
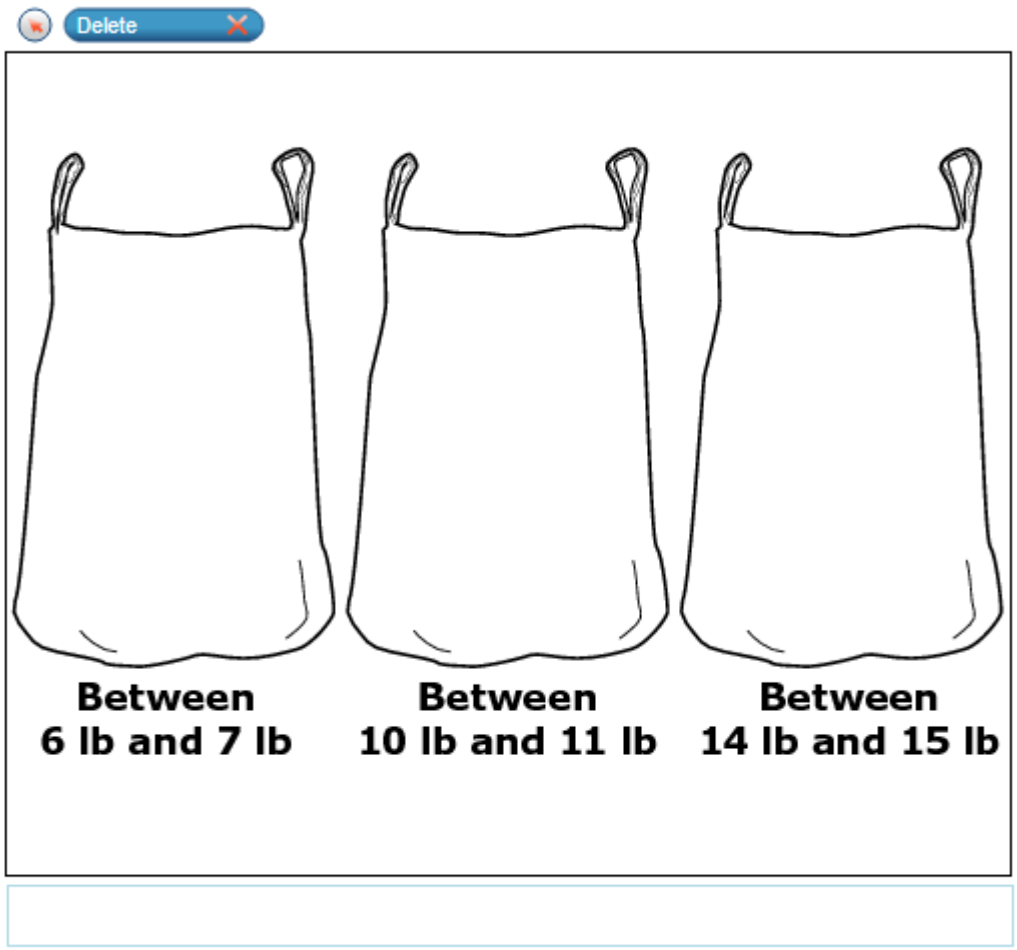
Sample Grade 6-8 SBAC Math

43328

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.





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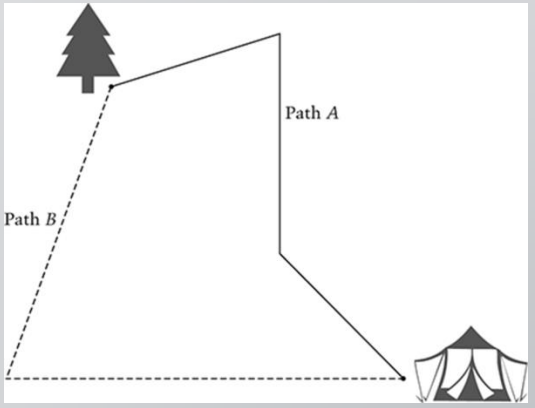
Sample Mathematics Question and Detail

Use centimeters in this question



Which path from the tree to the tent is longer, path A or path B ?

Answer: _____

How much longer?

Answer: _____ centimeters

Description: Measure and compare distances on a path

Grade: 4

Year: 2013

Type of Question: Short Constructed Response

Difficulty: Medium (40.49% Correct)

Content Area:

Measurement

Complexity:

Moderate

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How are students scored?

Correct
Answers path B and 3 centimeters (accept 2.9 to 3.1 cm)

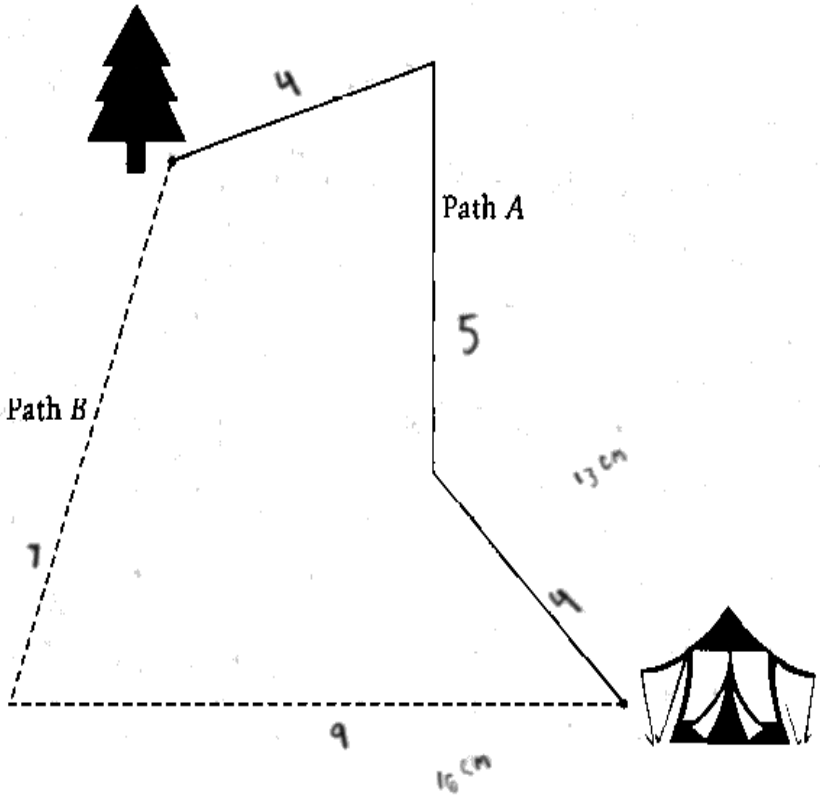
Partial 1
Answers path A with 3 centimeters, with or without showing lengths of segments
(If work is shown and reflects an obvious mistake, then the response is scored as Incorrect 2.)

Partial 2
Answers path B with 16 on the answer line
Partial 3
Correctly measures each segment on path or labels total length of path A and path B (it must be clear which numbers go with the paths by showing lengths next to the path or by showing lengths of segments)
The difference in length may or may not be correct based on the measurements shown

Partial 4
Measures 4 of the 5 segments correctly and has correct difference in length based on these measurements
Incorrect 1
Answers path B with 2 on the answer line, with or without work
(This assumes the result is from computing 7–5. If work is shown and reflects an obvious mistake, then the response is scored as Incorrect 2.)

Incorrect 2
All other incorrect responses

Sample Student Response



Which path from the tree to the tent is longer, path A or path B ?

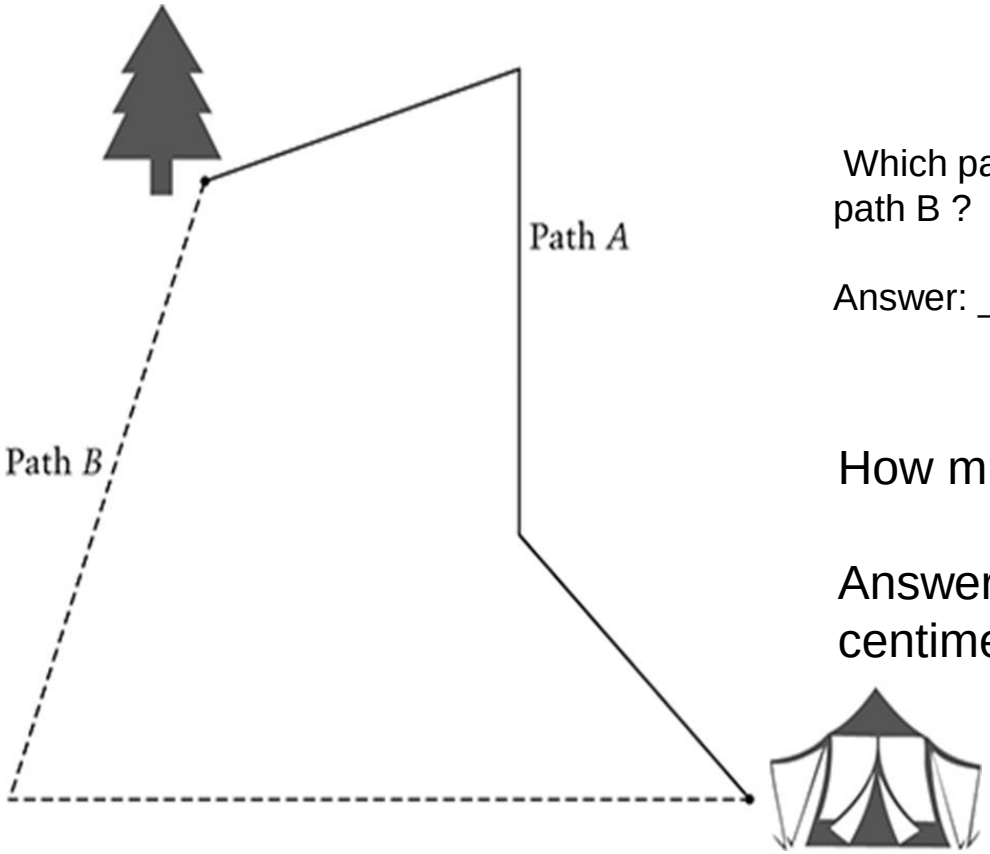
Answer: path A

How much longer?

Answer: 3 centimeters

Partial 1

Sample Student Response



Which path from the tree to the tent is longer, path A or path B ?

Answer: Path B

How much longer?

Answer: 16 centimeters

Partial 2

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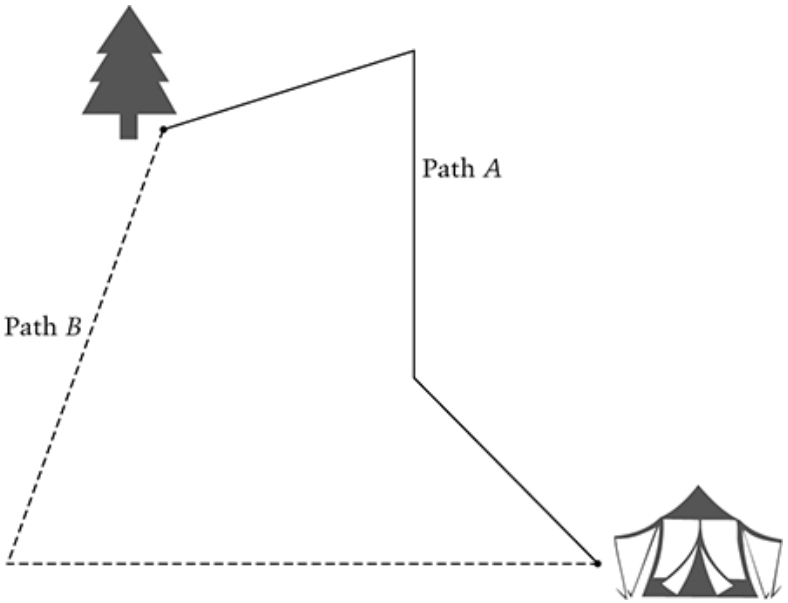
Sample Student Response



Use centimeters in this question.

student response
Which path from the tree to the tent is longer, path A or path B ?

Answer: Path A

student response
How much longer?

Answer: 4 centimeters

student response

Incorrect 2

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How Did Students in Urban Districts Answer This Question?

Urban Districts	Incorrect 2	Incorrect 1	Partial 4	Partial 3	Partial 2	Partial 1	Correct	Omitted
National Public	48	4	2	3	6	4	32	1
Albuquerque	51	3	2	3	5	6	29	1
Atlanta	65	3	2	1	4	3	21	2
Austin	38	2	5	7	8	4	35	1
Baltimore City	67	7	1	1	8	2	14	#
Boston	50	3	2	4	10	3	25	2
Charlotte	50	5	4	2	2	3	33	#
Chicago	56	4	1	3	7	3	25	1
Cleveland	70	5	1	2	4	1	15	2
Dallas	48	4	4	8	10	2	22	1
Detroit	79	2	#	3	6	#	8	1
District of Columbia (DCPS)	58	2	1	2	6	6	23	1
Fresno	72	4	1	2	8	2	10	1
Hillsborough County	42	4	3	2	14	2	32	1
Houston	45	4	5	9	10	3	24	1
Jefferson County (KY)	59	3	#	1	6	4	27	1
Los Angeles	66	4	1	1	7	2	18	1
Miami-Dade	49	5	3	3	12	2	25	#
Milwaukee	58	4	#	3	8	3	23	1
New York City	49	2	1	5	10	3	29	#
Philadelphia	61	7	#	3	9	2	16	2
San Diego	53	4	2	5	8	3	25	#

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Math Example 2

- The following example from SBAC provides an illustration of the rigor and depth of understanding needed by students on its items. Students were likely to select the distractors (Kansas and Indiana) when responding to the item if they did not account for the effects of rounding.

- Similarly, on the NAEP sample item below, students selecting the distractor (answer A), measured the object in centimeters. Students understood how to use a ruler, but did not have the depth of understanding to use millimeters. Only one out of three students nationally answered the item correctly.

Sample Grade 6-8 SBAC Math

42933

Different states have different sales tax rates. Three states have online calculators to compute sales tax on a purchase. Use the following steps to match each calculator with the correct state.

- Select Calculator A, B, or C.
- Enter a purchase price.
- Then select "Find Sales Tax" to compute the sales tax for that purchase price.

You may use the calculators as many times as you need to solve the problem to the right.

Select a Calculator

- Calculator A
- Calculator B
- Calculator C

Purchase Price

100

Find Sales Tax

Calculator	Purchase Price	Sales Tax
A	10.00	0.63
B	1.00	0.05
C	1.00	0.07
A	1.00	0.06
A	100.00	6.25
B	100.00	5.00
C	100.00	6.88

42961

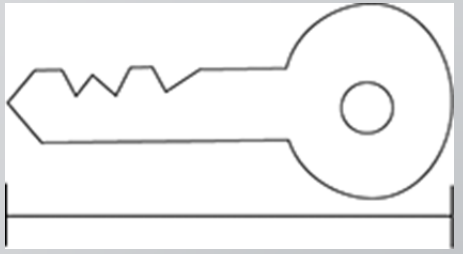
Different states and their sales tax rates are shown.

Drag each calculator into the correct row to show which state can use it to calculate sales tax.

State	Sales Tax Rate	Calculator
Illinois	6.250%	Calculator A
Indiana	7.000%	
Kansas	6.300%	
Maine	5.000%	Calculator B
Maryland	6.000%	
Minnesota	6.875%	Calculator C

Sample Mathematics Question and Detail

Use millimeters for this question.



What is the length of the key in millimeters (mm)?

A. 5 mm
B. 8 mm
C. 50 mm
D. 53 mm

Description: Measure the length of an object

Grade: 4

Year: 2013

Type of Question: Multiple Choice

Difficulty: Hard (29.26% Correct)

Content Area:

Measurement

Complexity:

Low

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How did students across states answer this question?

	A	B	C	D *	Omitted
National Public	37	19	13	29	2
Alabama	50	20	12	16	2
Alaska	33	15	12	40	1
Arizona	40	20	12	26	1
Arkansas	39	26	13	21	1
California	44	22	11	21	1
Colorado	27	18	15	40	1
Connecticut	34	21	13	30	1
Delaware	37	26	14	19	3
District of Columbia	44	22	14	19	2
Florida	43	16	13	26	2
Georgia	38	16	13	30	2
Hawaii	37	16	12	33	2
Idaho	33	18	15	31	2
Illinois	35	20	13	31	2
Indiana	29	13	16	41	1
Iowa	31	19	12	37	2
Kansas	30	16	13	37	3
Kentucky	43	22	13	20	1
Louisiana	49	22	11	18	1
Maine	29	15	13	42	2
Maryland	35	15	12	37	2
Massachusetts	29	20	13	35	3
Michigan	38	19	12	28	3
Minnesota	24	15	15	45	1
Mississippi	51	19	11	17	2
Missouri	34	19	16	29	1
Montana	32	16	14	37	1

	A	B	C	D *	Omitted
Nebraska	32	18	14	36	1
Nevada	42	21	12	23	1
New Hampshire	22	17	15	45	2
New Jersey	33	17	15	32	2
New Mexico	36	20	15	27	2
New York	41	20	13	23	3
North Carolina	39	20	15	24	1
North Dakota	25	16	15	43	1
Ohio	28	17	17	38	1
Oklahoma	37	16	14	32	1
Oregon	33	22	14	28	3
Pennsylvania	35	18	14	31	3
Rhode Island	37	22	14	25	2
South Carolina	40	20	14	26	1
South Dakota	40	21	13	25	1
Tennessee	43	22	13	22	1
Texas	37	20	12	29	2
Utah	32	18	14	35	2
Vermont	31	19	14	34	3
Virginia	35	22	11	31	2
Washington	29	17	15	37	2
West Virginia	29	18	13	40	1
Wisconsin	29	16	13	41	1
Wyoming	30	15	13	41	2
DoDEA	43	20	11	24	1

How did student groups in the nation answer this question?

		A	B	C	D *	Omitted
Race/Ethnicity	White	30	18	14	37	2
	Black	49	22	13	14	2
	Hispanic	48	20	12	19	1
	Asian/Pacific Islander	26	17	13	43	1
	American Indian/Alaska Native	43	24	10	22	1
	Two or more races	34	19	16	29	2
FRPL	Eligible	46	21	12	19	2
	Not eligible	28	17	15	39	2
Location	City	41	20	13	25	2
	Suburb	35	18	13	32	2
	Town	38	18	13	29	2
	Rural	35	19	14	30	1

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Math Examples 3 - 5

- The SBAC and PARCC exams will require students to explain the results of their answers to short and extended-response items in math.

- The following examples from NAEP illustrate the types of answers and the difficulty students had on short answer and extended-response NAEP items. In addition to the large percentage of students across the country who do not answer these items correctly (82 percent nationally in the first example), one should note the percentage of students who make no attempt to answer these types of items.

Sample Mathematics Question and Detail

Liz is conducting an experiment to see whether students learn vocabulary words by a new method faster than they learn them by the old method. Fifty students will participate in the experiment. She pairs off the 50 students so that the two students in each pair have similar levels of vocabulary. One student in each pair then learns words by the old method. The other student in the pair learns words by the new method. Why did Liz pair off her 50 students instead of just having all 50 of them use the new method?

Description: Evaluate an experimental design

Grade: 8

Year: 2013

Type of Question: Short Constructed Response

Difficulty: Hard (12.29% Correct)

Content Area:

Data analysis and probability

Complexity:

Moderate

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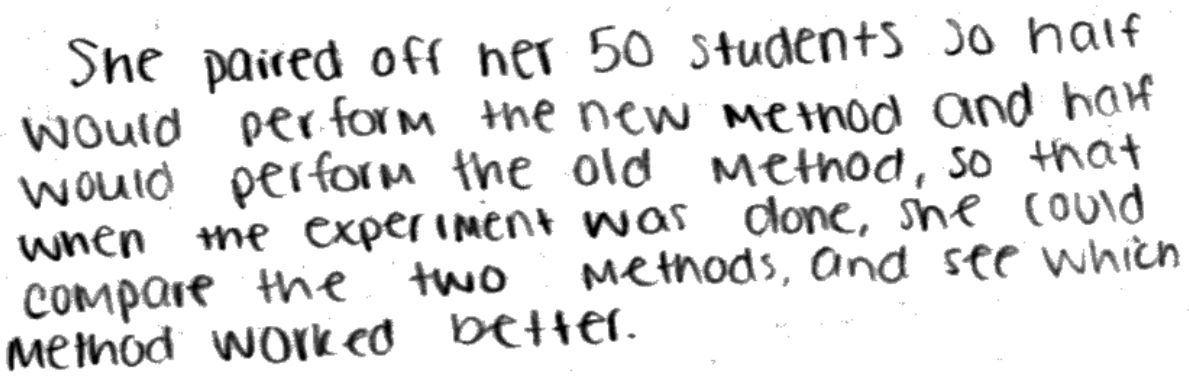
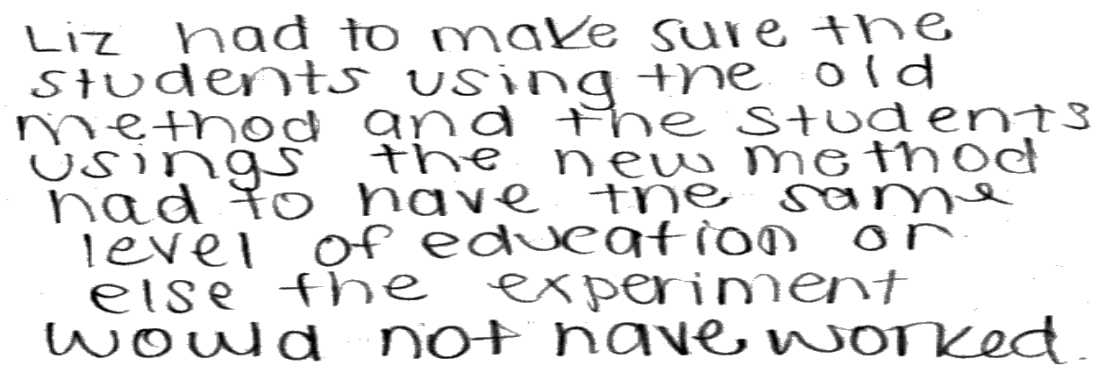
Sample Student Response



← Correct



← Incorrect

How did students in Urban School Districts answer this question?

	Incorrect	Correct	Omitted	Off task
National Public	82	12	6	1
Albuquerque	76	17	7	1
Atlanta	83	9	7	#
Austin	84	7	8	1
Baltimore City	79	7	13	1
Boston	73	14	12	1
Charlotte	85	10	4	#
Chicago	80	12	7	1
Cleveland	79	8	12	2
Dallas	86	6	7	#
Detroit	72	7	19	3
District of Columbia (DCPS)	77	10	12	2
Fresno	80	3	15	2
Hillsborough County	90	5	4	1
Houston	81	9	10	1
Jefferson County (KY)	81	13	6	#
Los Angeles	78	7	14	1
Miami-Dade	79	11	10	#
Milwaukee	82	9	8	1
New York City	66	19	15	1
Philadelphia	73	16	12	#
San Diego	78	10	11	1

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How did students across states answer this question?

State	Incorrect	Correct	Omitted	Off task
National Public	82	12	6	1
Alabama	79	12	8	1
Alaska	80	13	6	1
Arizona	82	12	5	1
Arkansas	85	10	4	#
California	82	10	7	#
Colorado	78	17	5	#
Connecticut	74	18	8	#
Delaware	80	12	7	1
District of Columbia	79	9	11	1
Florida	82	12	6	#
Georgia	84	8	8	1
Hawaii	79	14	7	1
Idaho	82	13	5	1
Illinois	84	12	4	#
Indiana	82	13	4	1
Iowa	86	11	3	#
Kansas	85	10	4	#
Kentucky	82	14	4	#
Louisiana	82	11	6	1
Maine	81	14	4	1
Maryland	79	12	8	#
Massachusetts	78	17	4	#
Michigan	83	11	5	#
Minnesota	85	11	4	1
Mississippi	87	5	8	#
Missouri	83	13	4	#
Montana	83	14	3	#
Nebraska	84	11	4	1
Nevada	78	15	6	#
New Hampshire	78	18	3	1
New Jersey	79	16	4	1
New Mexico	79	15	6	1
New York	72	18	9	1
North Carolina	85	9	6	#
North Dakota	88	9	2	1
Ohio	80	15	4	#
Oklahoma	86	8	6	1
Oregon	82	10	8	1
Pennsylvania	80	16	4	#
Rhode Island	78	15	7	#
South Carolina	81	11	7	1
South Dakota	86	9	4	1
Tennessee	85	9	6	#
Texas	85	8	6	1
Utah	86	8	5	1
Vermont	83	14	3	#
Virginia	84	10	6	1
Washington	81	11	7	1
West Virginia	83	10	6	1
Wisconsin	83	13	3	1
Wyoming	82	15	3	#
DoDEA	80	15	4	1

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Sample Grade 3-5 PARCC Math Item

HOME / TEST 1 / PART 2: GRADE 3-5 MATH SAMPLE ITEMS / 3 OF 6

An art teacher will tile a section of the wall with painted tiles made by students in three art classes.

- Class A made 18 tiles
- Class B made 14 tiles
- Class C made 16 tiles

Part A

What is the total number of tiles that are to be used?

Enter your answer in the box.

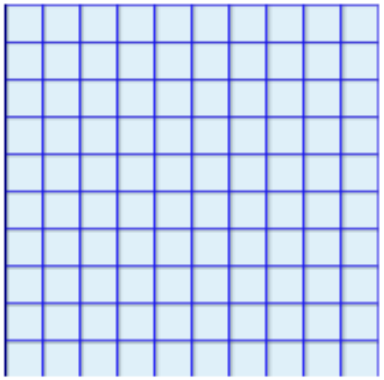
[ ] tiles

Part B

The grid shows how much wall space the art teacher can use. Use the grid to create a rectangular array showing how the art teacher might arrange the tiles on the wall.

Select the boxes to shade them. Each tile should be shown by one shaded box.

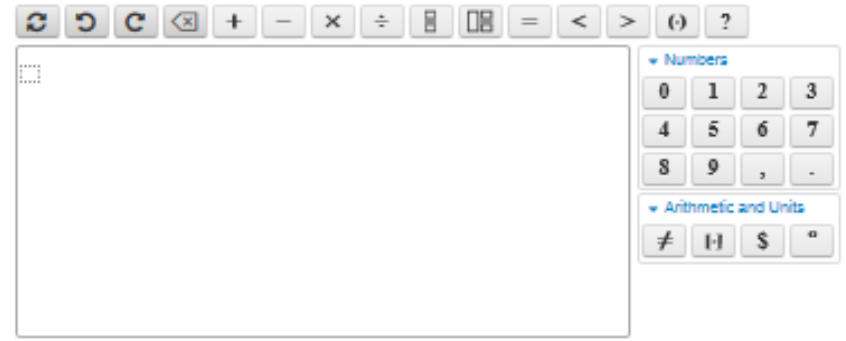
10 x 10 Grid



Part C

Andy created a rectangular array showing how he would place 56 small tiles on the wall. He placed 7 tiles in each row. He wrote a multiplication equation using the ? symbol to stand for the number of rows he used.

Using the ? symbol to stand for the unknown number, write an equation that Andy could have written.



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Sample Mathematics Question and Detail

(a) If *c* and *d* are different prime numbers less than 10 and the sum *c*+*d* is a composite number greater than 10, what is one possible pair of values for *c* and *d* ?

c = 5 d = 7

(b) If *j* and *k* are different prime numbers less than 10 and the sum *j*+*k* is a prime number less than 10, what is one possible pair of values for *j* and *k* ?

j = 2 k = 3 or j=2 k= 5

(c) If *s* and *t* are different prime numbers greater than 10, explain why the sum *s*+ *t* cannot be a prime number.

If s and t are prime numbers greater than 10, then s and t are odd numbers. The sum s + t is an even number greater than 2, and therefore is not prime.

Description: Solve problem involving prime numbers

Grade: 8

Year: 2013

Type of Question: Extended Constructed Response

Difficulty: Hard (16.77% Correct)

Content Area: Number properties and operations

Complexity: High

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How did students in Urban School Districts answer this question?

	Incorrect	Minimial	Partial	Satisfactory	Extended	Omitted	Off task
National Public	52	20	12	4	2	9	1
Albuquerque	47	19	13	4	2	14	#
Atlanta	56	19	10	2	1	11	#
Austin	52	16	10	5	2	14	2
Baltimore City	63	16	5	1	#	15	#
Boston	37	20	13	6	3	18	2
Charlotte	47	20	11	6	4	11	1
Chicago	60	14	7	3	1	15	1
Cleveland	64	14	4	1	#	17	#
Dallas	53	18	4	1	#	23	#
Detroit	65	12	5	#	#	16	1
District of Columbia (DCPS)	66	12	6	2	#	15	#
Fresno	57	20	6	1	2	11	2
Hillsborough County	60	16	9	2	3	6	3
Houston	60	13	8	1	2	16	#
Jefferson County (KY)	61	16	9	4	2	7	1
Los Angeles	47	16	14	2	2	19	1
Miami-Dade	62	15	8	1	1	12	1
Milwaukee	65	16	2	1	#	15	#
New York City	47	18	11	3	3	18	#
Philadelphia	63	14	8	1	1	13	#
San Diego	46	21	12	4	3	13	1

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How did student groups across the nation answer this question?

		Incorrect	Minimial	Partial	Satisfactory	Extended	Omitted	Off task
Race/ethnicity	White	46	23	16	5	3	6	1
	Black	61	17	7	1	1	13	1
	Hispanic	58	18	8	1	1	13	1
	Asian/Pacific Islander	33	22	22	12	7	5	#
	American Indian/Alaska Native	60	18	8	2	1	10	1
	Two or more races	49	23	13	4	3	6	1
FRPL	Eligible	60	18	8	2	#	12	1
	Not eligible	43	23	17	6	3	6	1
	Information not available	35	29	19	7	5	5	1
Location	City	51	20	12	4	2	11	1
	Suburb	47	22	15	5	3	8	1
	Town	55	21	12	3	1	8	1
	Rural	53	21	12	4	2	7	1

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Sample Grade 3-5 SBAC Math Item

43025

Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

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Sample Grade 3-5 SBAC Math Item

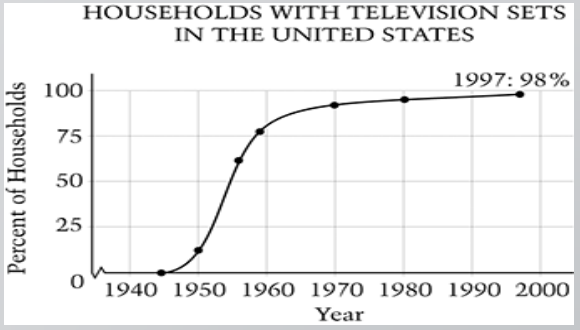
43023

A rectangle is 6 feet long and has a perimeter of $20\frac{1}{3}$ feet.

What is width of this rectangle? Explain how you solved this problem.

Sample Mathematics Question and Detail

The graph below shows the percentages of all households in the United States in the years 1940 to 1997 that owned at least one television set.



(a) In which year do you think that television sets were most likely first available for purchase in stores?

(b) In which year did 50 percent of the households own at least one television set?

(c) Write a sentence or two that compares the growth in the percentage of households with television sets across the three decades of the 1950's, 1960's, and 1970's.

(d) The points (1950, 10) and (1970, 90) both lie on the graph above. Both points are also solutions of the equation $y = 4x - 7790$ However, if the graph of $y = 4x - 7790.$ were drawn for the years 1940 to 1997, it would not look like the graph shown. Explain why not.

Description: Answer questions based on a graph

Grade: 8

Year: 2013

Type of Question: Extended Constructed Response

Difficulty: Hard (30.19% Correct)

Content Area: Algebra

Complexity: High

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Sample Student Response

(a) In which year do you think that television sets were most likely first available for purchase in stores?

1945

(b) In which year did 50 percent of the households own at least one television set?

1955

(c) Write a sentence or two that compares the growth in the percentage of households with television sets across the three decades of the 1950's, 1960's, and 1970's.

The growth in the percentage of television sets grew rapidly during the 1950's. The growth lessened during the 1960's and became even slower in the 1970's

d) The points (1950, 10) and (1970, 90) both lie on the graph above. Both points are also solutions of the equation $y = 4x - 7790.$ However, if the graph of $y = 4x - 7790$ were drawn for the years 1940 to 1997, it would not look like the graph shown. Explain why not.

The graph is not a linear function. It sometimes grows faster, sometimes slower. You can't represent this graph with a straight line.

Extended

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Sample Student Response

(a) In which year do you think that television sets were most likely first available for purchase in stores?

In 1945

(b) In which year did 50 percent of the households own at least one television set?

In 1950

c) Write a sentence or two that compares the growth in the percentage of households with television sets across the three decades of the 1950's, 1960's, and 1970's.

In the 1950's TVs were just coming out. Then about 1960 the TVs were sweeping the nation and they were the new thing. In the 1960's TVs are widely spre everyone has at least 1, 2, o 3.

(d) The points (1950, 10) and (1970, 90) both lie on the graph above. Both points are also solutions of the equation $y = 4x - 7790.$ However, if the graph of $y = 4x - 7790$ were drawn for the years 1940 to 1997, it would not look like the graph shown. Explain why not.

both different Because they are years.

Minimal

Sample Student Response

(a) In which year do you think that television sets were most likely first available for purchase in stores?

1940

(b) In which year did 50 percent of the households own at least one television set?

1950

(c) Write a sentence or two that compares the growth in the percentage of households with television sets across the three decades of the 1950's, 1960's, and 1970's.

In a block of ten years from 1940 to 2000 television sets became more popular.

(d) The points (1950, 10) and (1970, 90) both lie on the graph above. Both points are also solutions of the equation $y = 4x - 7790.$ However, if the graph of $y = 4x - 7790$ were drawn for the years 1940 to 1997, it would not look like the graph shown. Explain why not.

because the increase would not seem as high.

Incorrect

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How did student groups across the nation answer this question?

		Incorrect	Minimal	Partial	Satisfactory	Extended	Omitted	Off task
Race/Ethnicity	White	15	35	34	11	1	3	#
	Black	35	32	18	3	#	11	#
	Hispanic	30	35	20	4	#	10	#
	Asian/Pacific Islander	16	29	34	13	2	5	#
	American Indian/Alaska Native	32	33	29	2	#	4	#
	Two or more races	17	41	29	7	1	4	1
FRPL	Eligible	30	34	23	4	#	9	#
	Not eligible	14	35	33	12	2	4	#
Location	City	24	34	25	8	1	8	#
	Suburb	19	34	30	9	1	6	#
	Town	22	35	29	7	1	5	#
	Rural	20	36	31	8	1	4	#

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NAEP READING ITEMS

2013

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Reading Example 1

- Consistent with the SBAC and PARCC exams in math, reading exams will require students to explain their answers to short and extended-response items.

Sample Grade 3-5 SBAC Reading

43015

How does the author emphasize the point that the TAM program was a positive influence on the sisters' lives? Use details from the text to support your answer.

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Sample Reading Question and Detail

The author ends the essay with a childhood story. Does the childhood story do a better job persuading readers of the author's point than the other parts of the essay? Explain why or why not.

Description: Evaluate persuasiveness of ending in relation to the rest of the essay

Grade: 8

Year: 2013

Type of Question: Extended Constructed Response

Difficulty: Hard (33.13% Correct)

Content Area: Informational

Cognitive Target: Critique/Evaluate

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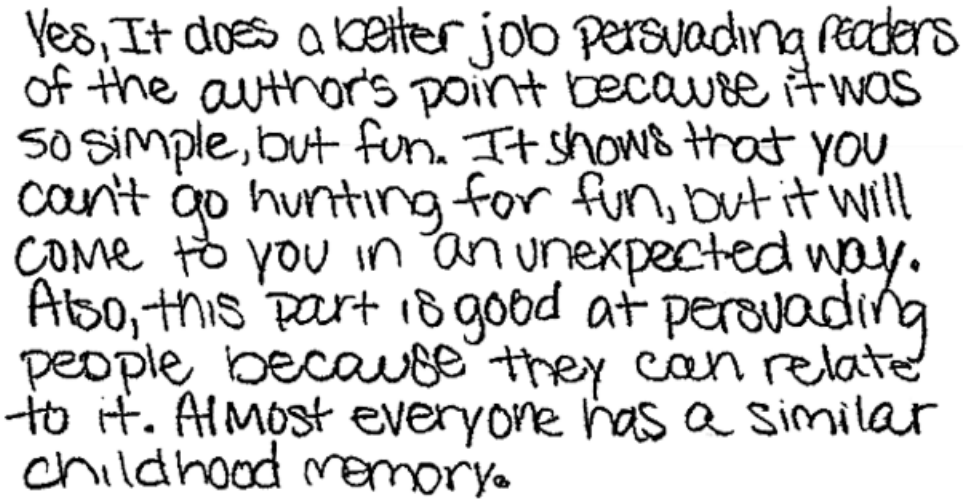
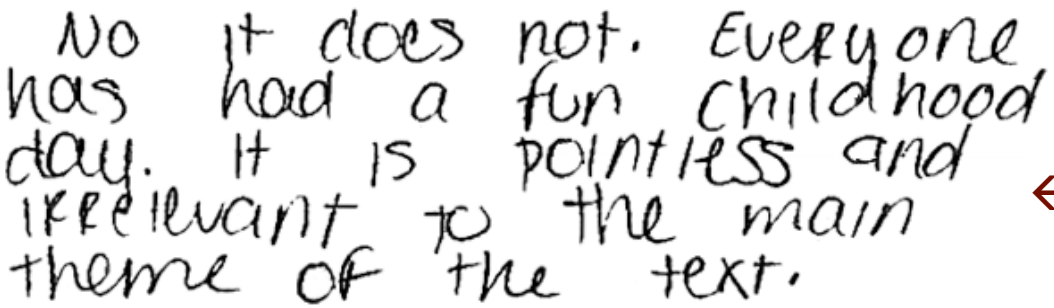

Yes, It does a better job persuading readers of the author's point because it was so simple, but fun. It shows that you can't go hunting for fun, but it will come to you in an unexpected way. Also, this part is good at persuading people because they can relate to it. Almost everyone has a similar childhood memory.

← Extensive Response


No it does not. Everyone has had a fun childhood day. It is pointless and irrelevant to the main theme of the text.

← Unsatisfactory Response

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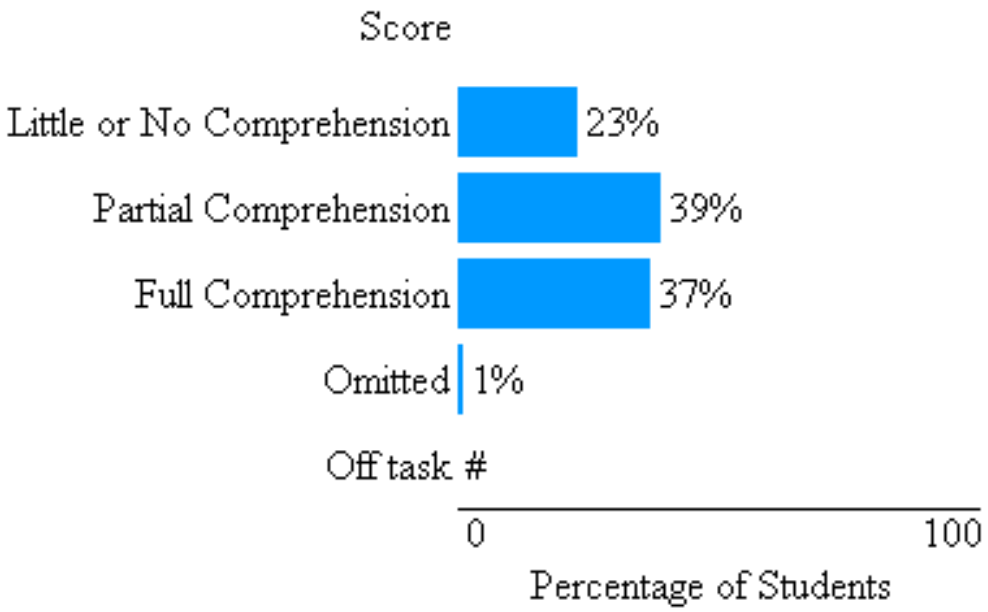
How did students across the nation answer this question?



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Reading Examples 2 and 3

- PARCC and SBAC items will require students to provide evidence from the text when answering questions. These items are referred to as text-dependent questions in the Common Core Standards.
- The following examples from NAEP show that over sixty percent of students nationally provided unacceptable responses to items requiring them to use information from the text to justify their answers (example 2). One should note that students were required to write their responses to NAEP items but were required to select texts from various choices on some PARCC and SBAC items.

Sample Grade 3-5 PARCC Reading

Read the passage from "The Cricket and the Cougar" and answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."

4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives with one blow of my paw?"

5 "I may be weak, but I have a cousin no bigger than I am, who

Part A

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

- A. understand
- B. conquer
- C. befriend
- D. frighten

Part B

Which detail from the story best supports the answer to Part A?

- A. "Don't you know that I am king of the beasts?"
- B. "'Well, little boaster, you have that cousin here to-morrow…"
- C. "Then he felt a stinging. 'Oh, oh!' he roared, 'get out of my ear!'"
- D. "The cricket sat on the log and looked on."

Sample Grade 3-5 PARCC Reading

Read the passage from "The Cricket and the Cougar" and answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

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5 "I may be weak, but I have a cousin no bigger than I am, who

Drag and drop **three** details from the story that help create the setting of this story.

Details from the Story

- "One day the cougar was out walking in the woods."
- "The cougar looked down and saw a little cricket sitting on a log."
- "He roared, 'And is it you, weak little creature, that dares to tell me where to step?'"
- "The next day the cougar came back to the same spot and roared…"
- "'Oh, oh!' he roared, 'get out of my ear!'"
- "With every sting the cougar roared louder and scratched his ear and jumped around…"

Setting

Sample Reading Question and Detail

Provide an example from the story that shows that Miguel does not feel part of Dominican culture.

Description: La Napa: Provide relevant example from story in support of character description

Grade: 4

Year: 2013

Type of Question: Short Constructed Response

Difficulty: Hard (33.16% Correct)

Content Area: Literary

Cognitive Target: Integrate/Interpret

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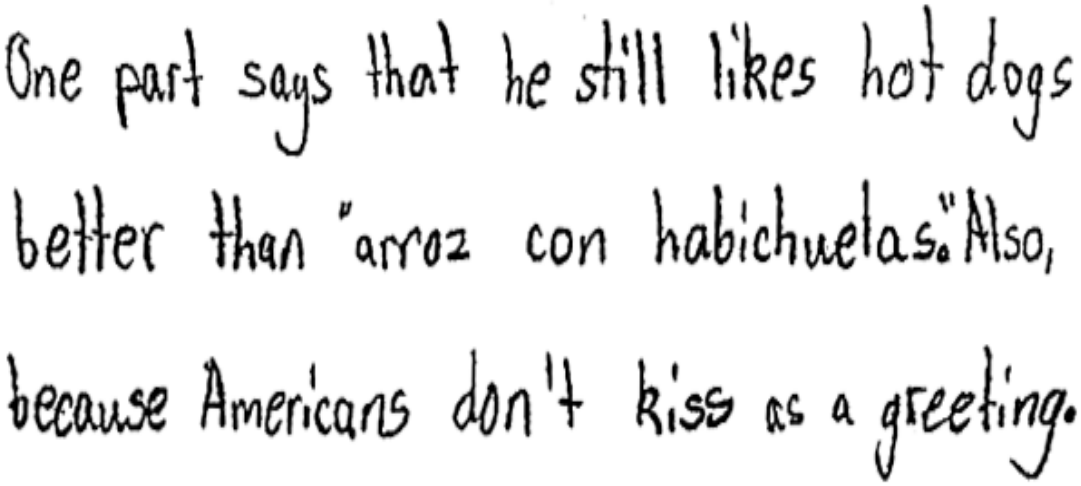
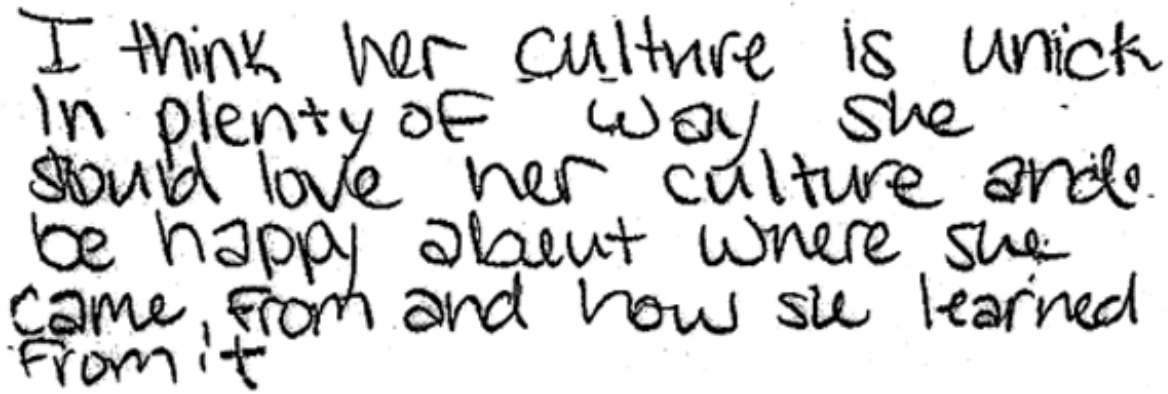
Student Responses



← Acceptable



← Unacceptable

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How did students in Urban School Districts answer this question?

	Unacceptable	Acceptable	Omitted	Off task
National Public	61	32	6	1
Albuquerque	65	26	7	2
Atlanta	61	33	4	2
Austin	55	31	12	1
Baltimore City	72	18	8	1
Boston	56	34	8	2
Charlotte	57	36	7	1
Chicago	62	30	7	2
Cleveland	67	18	14	#
Dallas	62	24	13	2
Detroit	73	16	10	#
District of Columbia (DCPS)	62	27	9	2
Fresno	71	18	9	2
Hillsborough County	59	36	3	2
Houston	63	27	9	1
Jefferson County (KY)	58	34	8	1
Los Angeles	65	26	7	2
Miami-Dade	52	42	6	#
Milwaukee	68	24	6	2
New York City	59	30	10	1
Philadelphia	69	25	5	2
San Diego	59	34	7	#

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Sample PARCC Reading Grade 3-5 Item

Read the story "Kira-Kira." Then answer the questions.

Kira-Kira

by Cynthia Kadohata

1 My sister, Lynn, taught me my first word: *kira-kira*. I pronounced it *ka-a-ahhh*, but she knew what I meant. *Kira-Kira* means "glittering" in Japanese. 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*.'" I loved that word! When I grew older, I used *kira-kira* to describe everything I liked: the beautiful blue sky, puppies, kittens, butterflies, colored Kleenex.

2 My mother said we were misusing the word; you could not call a Kleenex *kira-kira*. She was dismayed over how un-Japanese we were and vowed to send us to Japan one day. I didn't care where she sent me, so long as Lynn came along.

3 I was born in Iowa in 1951. I know a lot about when I was a little girl, because my sister used to keep a diary. Today I keep her diary

Part A

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 long 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 B

Which sentence from the story provides the **best** support for the answer in Part A?

- 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."

Sample PARCC Reading Grade 3-5 Item

HOME / TEST 1 / PART 1: GRADE 3-5 ELA SAMPLE ITEMS / 7 OF 11

Cricket and Cougar | Kira-Kira

Read the passage from "The Cricket and the Cougar" and answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."

4 The cougar was amazed at such daring. "Don't you know, you weakling, that I could kill you and your house and all your relatives

You have read two stories in which one family member saves another. Write an essay describing the mosquito from "The Cricket and the Cougar" and one of the main characters from "Kira-Kira." For each character described:

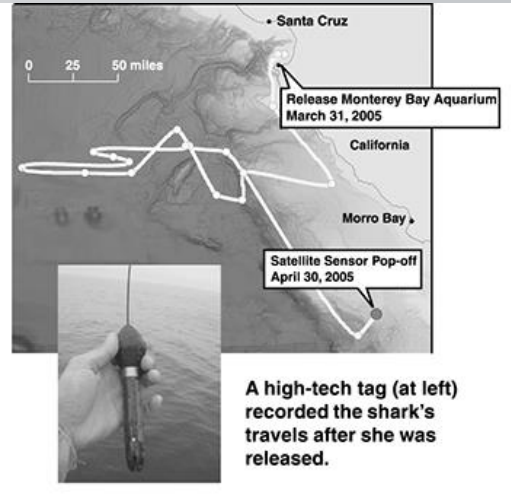
- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

B I U

Sample Reading Question and Detail

Does the box on page 3 called "White Shark Facts" help you understand the rest of the article? Explain your answer using information from both the box and the rest of the article.



Description: Explain relation between information in text box and the rest of the article

Grade: 8

Year: 2013

Type of Question: Short Constructed Response

Difficulty: Medium (56.15% Correct)

Content Area
Informational

Cognitive Target
Critique/Evaluate

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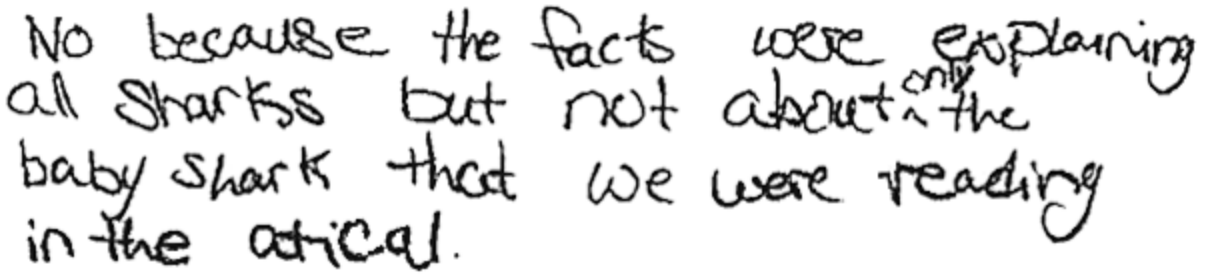
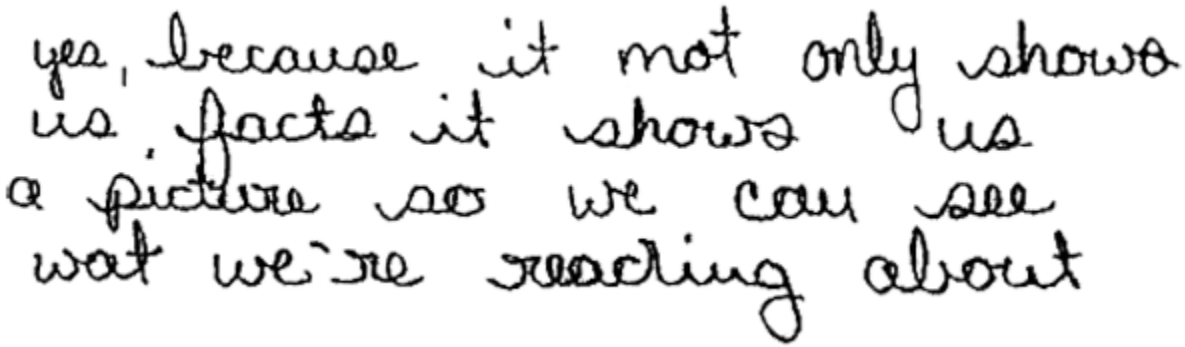
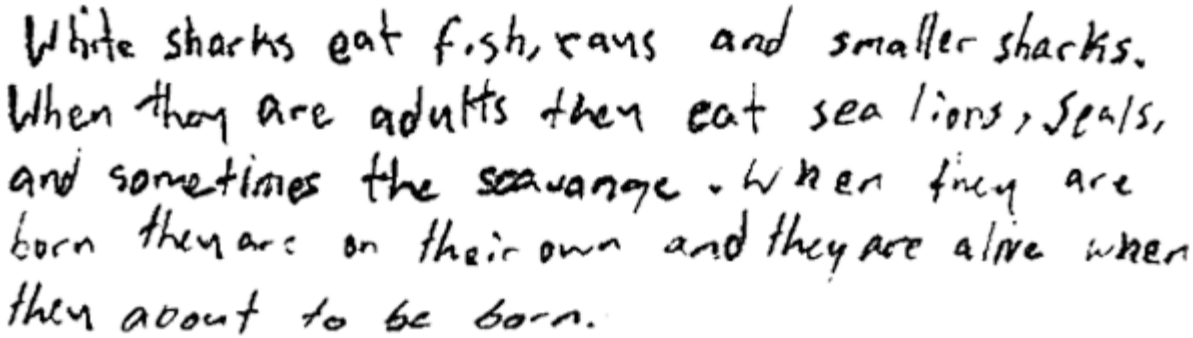
Student Responses


No because the facts were explaining all sharks but not about only the baby shark that we were reading in the atrical.

← Full Comprehension


yes, because it not only shows us facts it shows us a picture so we can see wat we're reading about

← Partial Comprehension


White sharks eat fish, rays and smaller sharks. When they are adults then eat sea lions, seals, and sometimes the seawage. When they are born they are on their own and they are alive when they about to be born.

← Little or No Comprehension

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How did student groups across the nation answer this question?

	Little or No Comprehension	Partial Comprehension	Full Comprehension	Omitted	Off task
White	22	37	40	1	#
Black	27	43	28	1	#
Hispanic	24	43	32	1	#
Asian/Pacific Islander	19	38	43	1	#
American Indian/Alaska Native	24	47	25	3	#
Two or more races	25	38	36	#	1

How do NAEP items compare to PARCC and Smarter Balanced Release Items?

bridges to other trees and rope swings. Those were fun to build!"

14 When designing a tree house, the sky's the limit according to Jonathan.

15 "Let your imagination run wild," he says. "Walk in the woods and learn the different trees. Spend time climbing and learn how to do it safely."

16 Jonathan also encourages his clients to give their tree houses names. One of his favorite names is "Ups and Downs."

Here's some more about living in the limbs! Read this interview with tree house expert Pete Nelson.

WELCOME TO TREE-HOUSE SCHOOL

17 Hey, kids! Jack here. Feeling inspired to design you own tree house? Here's some advice from Pete Nelson, who runs TreeHouse Workshop, a treehouse-building school. He's built tree houses across the United States—and in far-away countries such as Japan and Morocco, too!

18 *Jack:* What would you include in your dream tree house?

Part A

Which idea is found in both the article about Fairoaks and the sidebar about Nelson?

- A. Each tree house should be special for its owner.
- B. People should climb trees for practice before building a tree house.
- C. Having a tree house is good for people.
- D. Going to a tree house school can be helpful in getting started.

Part B

Choose **one** detail from the article and **one** detail from the sidebar that support the answer to Part A. Drag each of the details into the box labeled Supporting Details.

Supporting Detail from the Article

Supporting Detail from Sidebar

What can we learn from NAEP items/question tools?

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