**Creating PARCC-Like Assessments**

**Grade 5**

**Evidence Based Selected Response Questions (EBSR)**

*These types of questions combine a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question.*

* **Skill:** *Academic Vocabulary*

**Part A Question**:

What is the meaning of the word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as it is used in paragraph \_\_\_\_\_?

a.

b.

c.

d.

**Part B Question**:

Which phrase helps the reader understand the meaning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (word from QA)?

a.

b.

c.

d.

* **Skill:** *Determining Meaning*

**Part A:**

What is the purpose of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ described in paragraph \_\_\_\_\_ of the article?

a.

b.

c.

d.

**Part B Question:**

Which two details from the article help support the answer to Part A?

a.

b.

c.

d.

**(skills CCSS RL &RI 4-6 ..there will be several craft and structure questions please review these standards on your regional document.)**

**Question PART A:**

How do paragraphs 9, 12, and 15 contribute to the overall structure of the story?

a.

b.

c.

d.

**PART B**

Which paragraph best supports the answer to PART A?

1. paragraph 4
2. paragraph\_
3. paragraph\_
4. paragraph\_

**Question PART A**

What is the best Summary of the article by \_\_\_\_\_\_\_\_?

(provide 4 multiple choice responses)

**Question PART B**

Which two quotations from the article best support the answer to Part A?

(teacher should list 6 quotations A-F)

**Technology-Enhanced Constructed Response Questions (TECR)**

*These types of questions use technology to capture student comprehension of texts in authentic ways (drag and drop, cut and paste, shade text, move items to show relationships).*

You can design questions to simulate TECR questions.

**Skill:** *Main Ideas and Details*

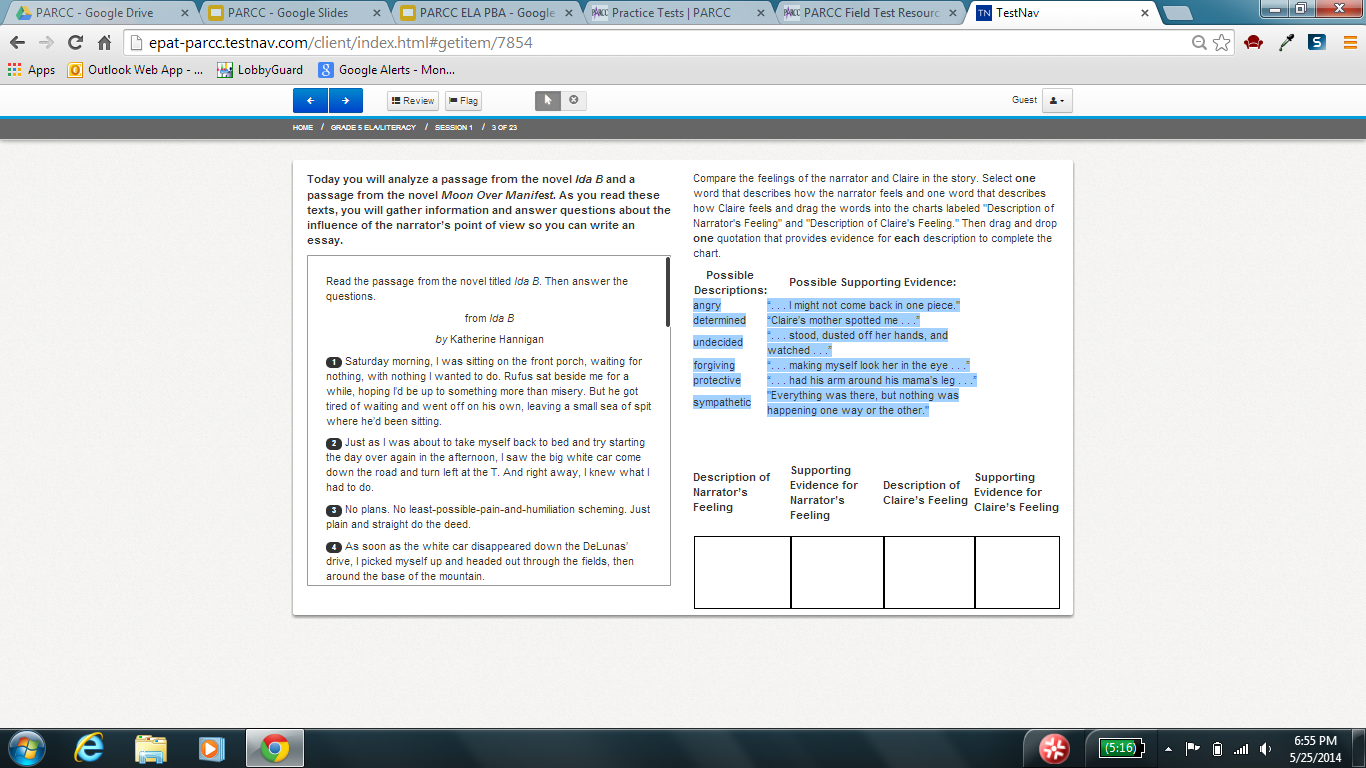
Choose two main ideas and write them in the empty box labeled “Main Idea.” Then choose one detail that best supports each main idea and write them in the box labeled “supporting details.”

|  |  |
| --- | --- |
| .**Possible Main Ideas** | **Possible Supporting Details** |
| a. | a. |
| b. | b. |
| c. | c. |
| d. | d |

Write your answers in the empty boxes

|  |  |
| --- | --- |
| **Main Idea** | **Supporting Details** |
|  |  |
|  |  |

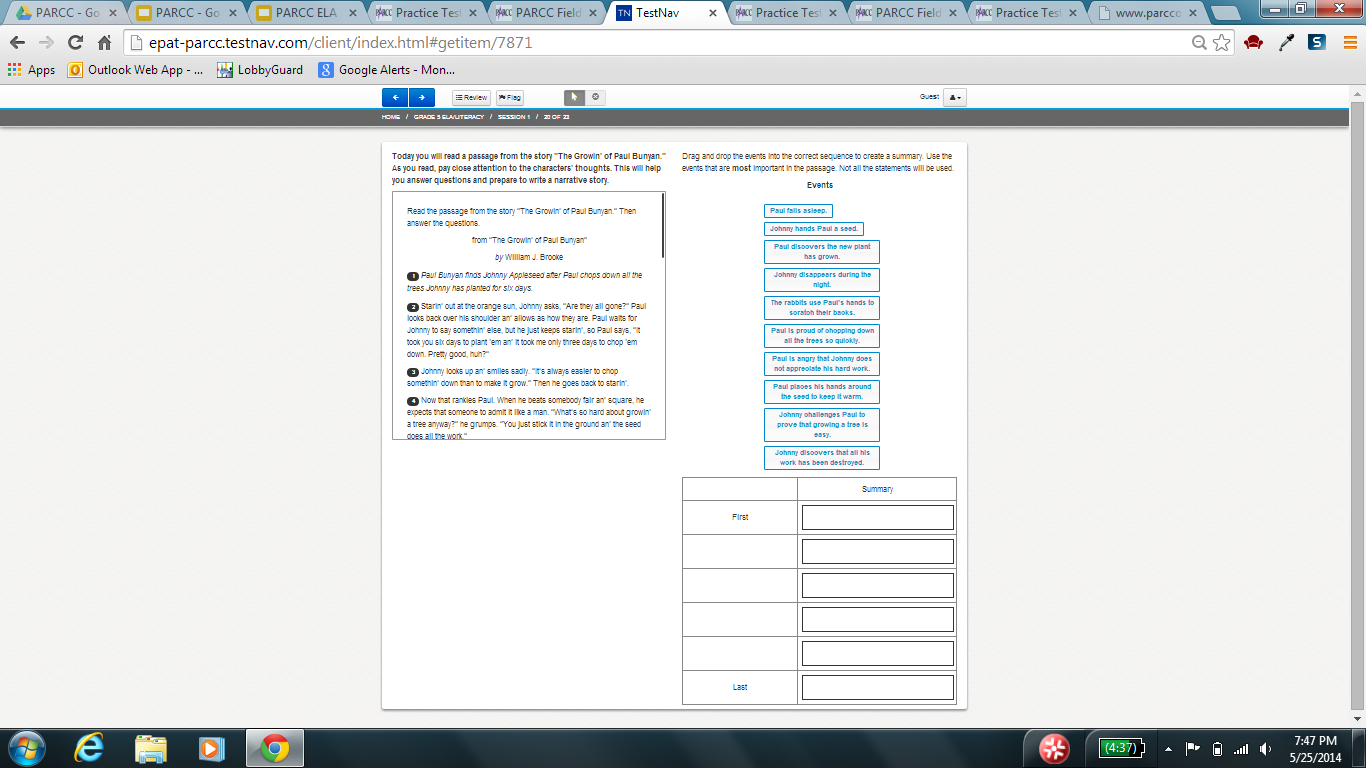
**TECR: Drag and Drop**



**TECR Question**

Select the sentences that create a summary of the passage and place them in the correct order.

(This is a drag and drop question but you could provide students a list of (8-10) sentences and then have them copy and paste into stacked text boxes. Notice not all statements will be utilized.)



**PCR: Narrative Task**

Write a continuation of the story\_\_\_\_ using details from the passage. Describe what you think might happen to (character). What obstacles might he/she face, and what actions might he/she take to overcome them?

**PCR: Narrative Task**

You just read a passage from \_\_\_\_\_. Think about how the story would be different if it were told from (name character) ‘s point of view. Write a narrative story from the point of view of \_\_\_. Be sure to use supporting details from the passage.

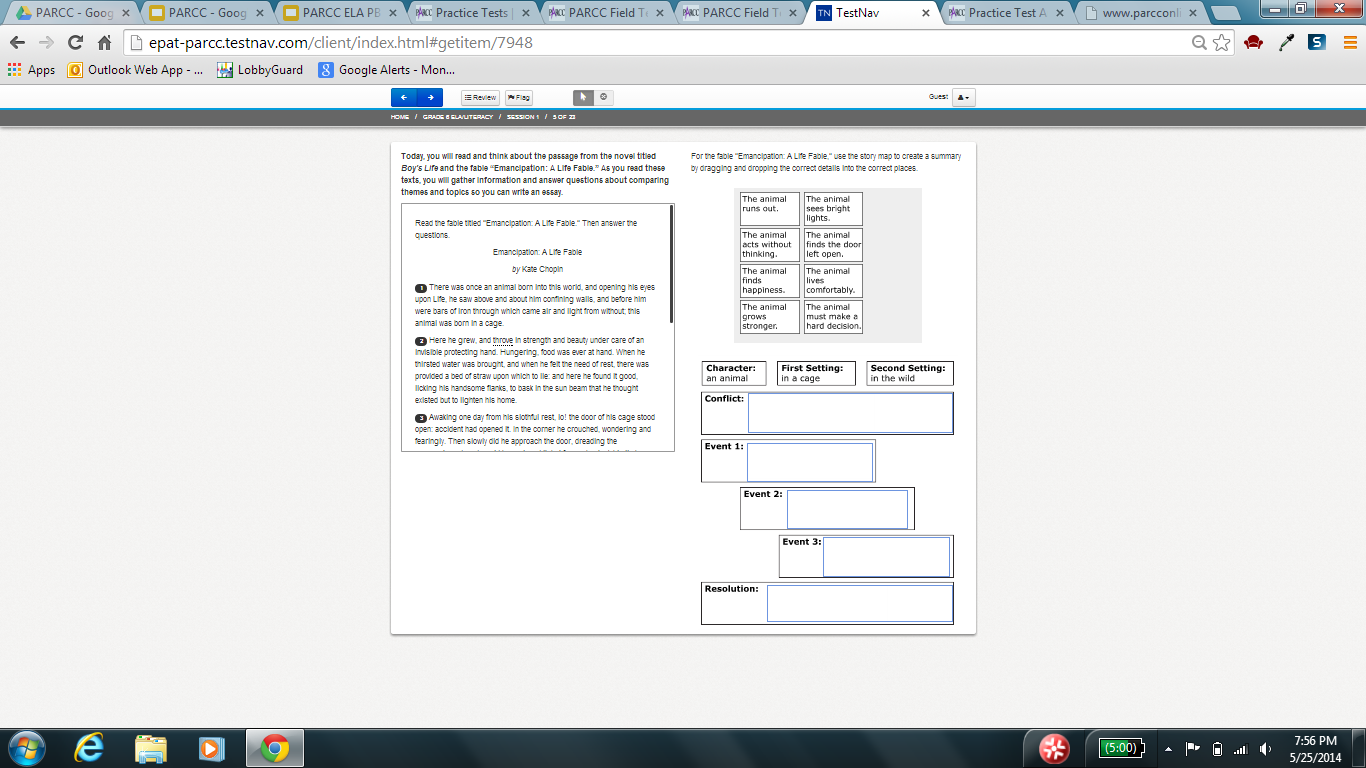
**PCR: Literary Analysis Task**

In \_\_\_\_\_\_ and \_\_\_\_\_ , the narrators have points of view different from those of \_\_\_\_\_. Write and essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

(Provide students with a text box to type into)

**TECR**

**Drag and Drop Elements of Plot**



**Skill***: Comparing*

**Part A Question:**

Which idea is found in both the article about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the passage about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

a.

b.

c.

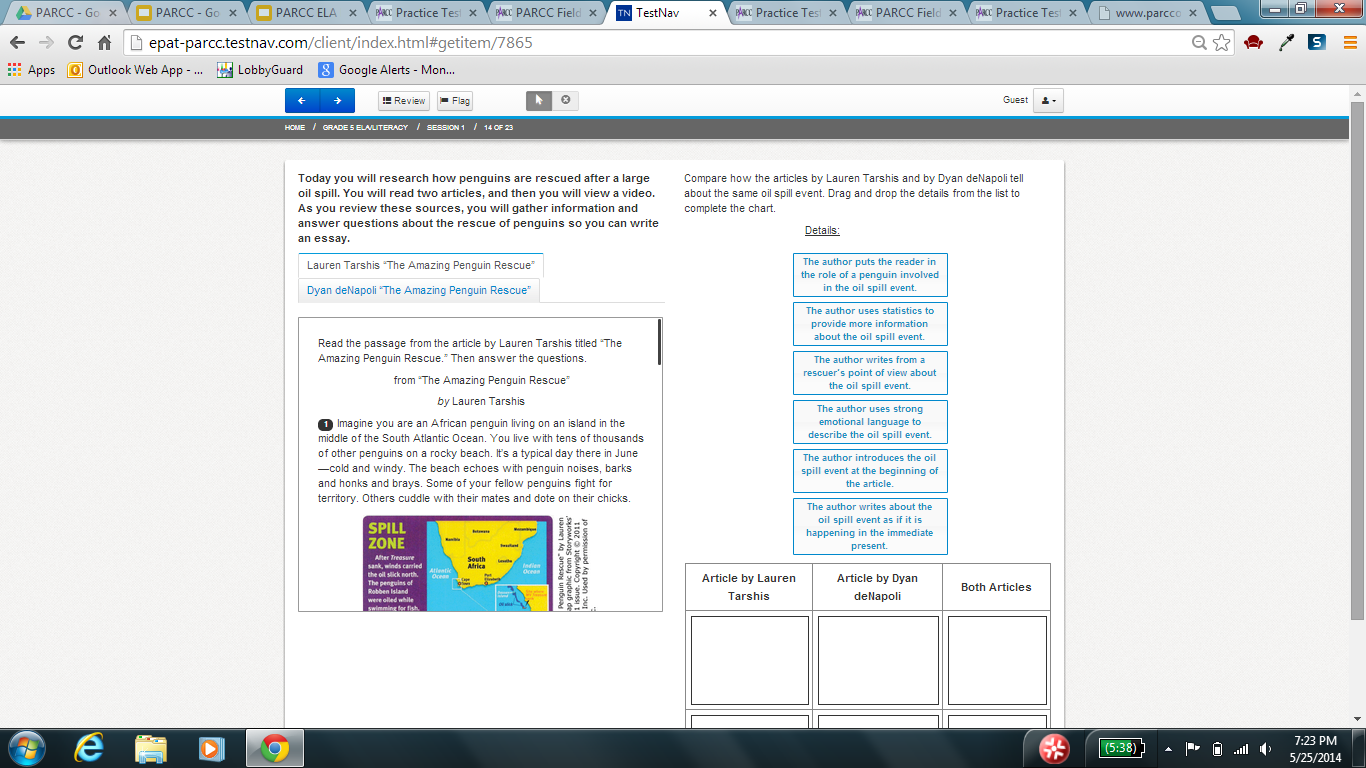
d.

**Part B Question:**

Choose one detail from the article and one detail from the passage that support the answer to Part A and write them in the boxes below:

|  |  |
| --- | --- |
| **Supporting Detail from Article** | **Supporting Detail from Passage** |
|  |  |
|  |  |

**RST: TECR**



**RST:TECR (students should get use to noting video times)**

