



**PARCC Online PBA Practice Test Answer and Alignment Document**  
**ELA/Literacy: Grade 10**

<b>Items 1-7</b>		
<b>Task: Literary Analysis (LAT)</b>		
<b>Passage 1: from "Red Cranes" by Jacey Choy</b>		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
1	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: C</b>	RL1; RL4
2	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RL1; RL3
3	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: D</b>	RL1; RL3
<b>Passage 2: from "The Firefly Hunt" by Jun'ichiro Tanizaki</b>		
4	<b>Item Type: TECR</b> <b>Part A: B</b>  <b>Part B:</b> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;">                     the moving plumes of grass                 </div>	RL1; RL4; L6
5	<b>Item Type: EBSR</b> <b>Part A: A</b> <b>Part B: D</b>	RL1; RL2;
6	<b>Item Type: TECR</b> <b>Part A: C</b> <b>Part B:</b> mattered what they had on. They could still see each other's faces when they left the house, but by the time they reached the river it was only short of pitch dark. . . . A river it was called; actually it was no more than a ditch through the paddies, a little wider perhaps than most ditches, with plumes of grass bending over it from either bank and almost closing off the surface. A bridge was still dimly visible a hundred yards or so ahead. . . .	RL1; RL5

**Passage 1: from "Red Cranes" by Jacey Choy and Passage 2: from "The Firefly Hunt" by Jun'ichiro Tanizaki**

7	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RL1; RL3; RL6; W2; W4-10
<b>Items 8-17</b>		
<b>Task: Research Simulation (RST)</b>		
<b>Passage 1: "Tinker v. Des Moines Independent Community School District" majority opinion by Justice Abe Fortas</b>		
<b>Item Number</b>	<b>Answer</b>	<b>Standards Alignment</b>
8	<b>Item Type: EBSR</b> <b>Part A: B</b> <b>Part B: D</b>	RI1; L4
9	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: B and C</b>	RI1; RI2
10	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: C</b>	RI1; RI5; RI6
<b>Passage 2: "Tinker v. Des Moines Independent Community School District" dissenting opinion by Justice Hugo Black</b>		
11	<b>Item Type: EBSR</b> <b>Part A: D</b> <b>Part B: A</b>	RI1; L4
12	<b>Item Type: EBSR</b> <b>Part A: C</b> <b>Part B: A</b>	RI1; RI6
<b>Passage 1: "Tinker v. Des Moines Independent Community School District" majority opinion by Justice Abe Fortas and</b>		
<b>Passage 2: "Tinker v. Des Moines Independent Community School District" dissenting opinion by Justice Hugo Black</b>		
13	<b>Item Type: TECR</b>  <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;"><b>Majority Opinion Argument</b></p> <p>"There is no indication that the work of the schools or any class was disrupted." (paragraph 3)</p> <p>"In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views." (paragraph 9)</p> </div> <div style="width: 45%;"> <p style="text-align: center;"><b>Dissenting Opinion Counterargument</b></p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-bottom: 10px;"> <p>"There is also evidence that a teacher of mathematics had his lesson period practically 'wrecked,' chiefly by disputes with Mary Beth Tinker, who wore her armband for her 'demonstration.'" (paragraph 4)</p> </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px;"> <p>"In <i>Cox v. Louisiana</i>, 379 U.S. 536, 554 (1965), for example, the Court clearly stated that the rights of free speech and assembly 'do not mean that everyone with opinions or beliefs to express may address a group at any public place and at any time.'" (paragraph 3)</p> </div> </div> </div>	RI1; RI9

14	<b>Item Type: EBSR</b> Part A: D Part B: C	RI1; RI5; RI9
<b>Passage 3:</b> audio clip of interview with law professor Catherine Ross on the Tinker v. Des Moines court decision		
15	<b>Item Type: EBSR</b> Part A: B Part B: C	RI1; L4
<b>Passage 1:</b> "Tinker v. Des Moines Independent Community School District" majority opinion by Justice Abe Fortas and <b>Passage 3:</b> audio clip of interview with law professor Catherine Ross on the Tinker v. Des Moines court decision		
16	<b>Item Type: EBSR</b> Part A: A Part B: D	RI1; RI2; RI9
<b>Passage 1:</b> "Tinker v. Des Moines Independent Community School District" majority opinion by Justice Abe Fortas, <b>Passage 2:</b> "Tinker v. Des Moines Independent Community School District" dissenting opinion by Justice Hugo Black, and <b>Passage 3:</b> audio clip of interview with law professor Catherine Ross on the Tinker v. Des Moines court decision		
17	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	RI1; RI3; RI9; W2; W4-10
<b>Items 18-23</b>		
<b>Task:</b> Narrative (NWT)		
<b>Passage:</b> from <i>Three Men on the Bummel</i> by Jerome K. Jerome		
<b>Item Number</b>	<b>Answer(s)</b>	<b>Standards Alignment</b>
18	<b>Item Type: TECR</b> Part A: C Part B: either Paragraph 7 OR Paragraph 12	RL1; RL2; RL3;
19	<b>Item Type: EBSR</b> Part A: A Part B: B	RL1; RL3
20	<b>Item Type: EBSR</b> Part A: B Part B: D	RL1; RL4;
21	<b>Item Type: TECR</b> Part A: A Part B: Paragraph 7	RL1; RL2; RL3
22	<b>Item Type: EBSR</b> Part A: A Part B: C and F	RL1; RL3;
23	<b>Item Type: PCR</b> Refer to Grade 6-11 Scoring Rubric	W3-10