

RUBRIC - PARCC QUESTION FORMAT Ia: If Part “A,” Then Support in Part “B” – TEXT, TECR Variation

By Far the Most Prevalent Question Format Used for All Grade Levels for a LAT (Literary Analysis Task)

These questions involve a variation of Format I, but the only real difference is the use of “technology” (i.e. click, drag and paste)

Question: Choose the two main ideas and drag them into the empty box below labeled “Main Ideas.” Then choose *one* detail that best supports *each* main idea. Drag each detail into the empty box labeled “Supporting Details.”

Possible Main Ideas	Possible Supporting Details
Possibility	Cited text
Possibility	Cited text
Possibility	Cited text
Possibility	Cited text
Possibility	Cited text
Possibility	Cited text

Main Ideas	Supporting Details
Paste two selections here.	Paste selected cited text selection for each main idea here.

TASK DESCRIPTION: Student must be able to **identify** (establish by key feature or characteristic) the **main idea** (informational = the author’s main thought or what the author wants the reader to know or understand) in a given passage. Then the student must **determine** (decide through reasoning) which excerpts from the passage are **key details** (texts that expand upon or add to the main idea).

PRACTICE: In informational texts, have the student look for the main idea in each paragraph. Often, more than one paragraph will deal with the same “main idea.” The student should derive a short list of the main ideas. The task here is for the student to distinguish between a significant topic/idea from the important supporting details and what is essentially irrelevant in the passage to the main idea. Many times, kids just list a bunch of stuff without determining what is important from what isn’t.

PERFORMANCE	EXCELLENT	PROGRESSING	NEEDS WORK
Student understands the meaning of each key term noted in the task description above	Student can explain and <i>demonstrate</i> the <i>meaning</i> of each term and provide examples.	Student can provide an adequate definition of each term relevant to Common Core usage.	Student does not know or can only provide a synonym or an approximation of the term’ definition
Student selects the strongest supporting detail for each of the two main ideas.	Student can explain <i>why</i> that particular detail is the strongest choice for supporting the main idea.	Student chooses the correct detail, but cannot explain why it is the strongest choice.	Student does not choose the correct detail and is unable to explain why.