

PARCC Online PBA Practice Test Answer and Alignment Document
ELA/Literacy: Grade 9

Items 1-7		
Task: Literary Analysis (LAT)		
Passage 1: "Departure" by Sherwood Anderson		
Item Number	Answer(s)	Standards Alignment
1	Item Type: EBSR Part A: B Part B: D	RL1; RL4
2	Item Type: EBSR Part A: A Part B: C, D	RL1; RL3
3	Item Type: TECR First <input type="text" value="A young man revisits important places in his town before leaving."/> Second <input type="text" value="Townpeople gather to say good-bye to a young man."/> Third <input type="text" value="A young man remembers moments from his past."/> Fourth <input type="text" value="A train transports a young man from his hometown."/>	RL1; RL2
Passage 2: from "Up the Coolly" by Hamlin Garland		
4	Item Type: EBSR Part A: C Part B: D	RL1; RL4
5	Item Type: TECR Part A: B Part B: <p>40 Howard knew the voice, though it was older and deeper and more sullen. "Don't you know me, Grant? I am Howard."</p> <p>41 The man approached him, gazing intently at his face. "You are?" after a pause. "Well, I'm glad to see you, but I can't shake hands. That damned cow had laid down in the mud."</p> <p>42 They stood and looked at each other. Howard's cuffs, collar, and shirt, alien in their elegance, showed through the dusk, and a glint of light shot out from the jewel of his necktie, as the light from the house caught it at the right angle. As they gazed in silence at each other, Howard divined something of the hard, bitter feeling that came into Grant's heart, as he stood there, ragged, ankle-deep in muck, his sleeves rolled up, a shapeless old straw hat on his head.</p>	RL1; RL3; RL5

Passage 1: “Departure” by Sherwood Anderson and Passage 2: from “Up the Coolly” by Hamlin Garland		
6	Item Type: EBSR Part A: A Part B: A, D	RL1; RL2
7	Item Type: PCR Refer to Grade 6–11 Scoring Rubric	RL1; RL5; W2; W4–10
Items 8–17		
Task: Research Simulation (RST)		
Passage 1: from Robert Oppenheimer “Speech to the Association of Los Alamos Scientists” by Robert Oppenheimer		
Item Number	Answer(s)	Standards Alignment
8	Item Type: TECR Part A: C Part B: (correct response in yellow) be the not-too-easy days ahead. I would like to take it as deep and serious as I know how, and then perhaps come to more immediate questions in the course of the discussion later. I want anyone who feels like it to ask me a question and if I can't answer it, as will often be the case, I will just have to say so.	RI1, RI4
9	Item Type: EBSR Part A: B Part B: C	RI1; RH5
10	Item Type: EBSR Part A: D Part B: B	RI1; RH8
Passage 2: “A Petition to the President of the United States”		
11	Item Type: EBSR Part A: A Part B: D	RI1; RI4
12	Item Type: EBSR Part A: C Part B: D	RI1; RH2
Passage 1: from Robert Oppenheimer “Speech to the Association of Los Alamos Scientists” by Robert Oppenheimer and Passage 2: “A Petition to the President of the United States”		
13	Item Type: EBSR Part A: D Part B: C	RI1; RH6
Passage 3: “The Decision to Drop the Bomb” by ushistory.org		
14	Item Type: EBSR Part A: B Part B: A	RI1; RI4
15	Item Type: EBSR Part A: C Part B: D	RI1; RH3
Passage 1: from Robert Oppenheimer Speech to the Association of Los Alamos Scientists by Robert Oppenheimer; Passage 2: “A Petition to the President of the United States”; Passage 3: “The Decision to Drop the Bomb” by ushistory.org		
16	Item Type: TECR	RI1; RH6

	<table border="1"> <tr> <td>Robert Oppenheimer Speech</td> <td>Petition to the President</td> <td>Decision to Drop the Bomb</td> </tr> <tr> <td>disconnect between scientific theory and real-world application</td> <td>suddenness of important scientific discovery</td> <td>creation of atomic bomb in context of other scientific work</td> </tr> <tr> <td>defeat of German forces relieving immediate danger to United States</td> <td>necessity of public statement to Japanese people</td> <td>moral responsibility of United States</td> </tr> <tr> <td>reasons atomic bomb was used</td> <td>misunderstandings about effects of atomic bomb</td> <td>long-term political implications of decision to use atomic bomb</td> </tr> </table>	Robert Oppenheimer Speech	Petition to the President	Decision to Drop the Bomb	disconnect between scientific theory and real-world application	suddenness of important scientific discovery	creation of atomic bomb in context of other scientific work	defeat of German forces relieving immediate danger to United States	necessity of public statement to Japanese people	moral responsibility of United States	reasons atomic bomb was used	misunderstandings about effects of atomic bomb	long-term political implications of decision to use atomic bomb	
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17	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	RI1; RH6; W2; W4-10
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Items 18-23

Task: Narrative Writing (NWT)

Passage: from *Bleak House* by Charles Dickens

18	Item Type: EBSR Part A: C Part B: C	RL1; RL3
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19	Item Type: TECR <table border="1"> <thead> <tr> <th>CENTRAL THEME</th> <th>SUPPORTING DETAIL</th> <th>SUPPORTING DETAIL</th> </tr> </thead> <tbody> <tr> <td>Different people can view particular situations in very different ways.</td> <td>"Richard and I looked at one another again. It was a most singular thing that the arrest was our embarrassment and not Mr. Skimpole's." (paragraph 21)</td> <td>"'Keep your temper, my good fellow, keep your temper!' Mr. Skimpole gently reasoned with him as he made a little drawing of his head on the fly-leaf of a book." (paragraph 26)</td> </tr> </tbody> </table>	CENTRAL THEME	SUPPORTING DETAIL	SUPPORTING DETAIL	Different people can view particular situations in very different ways.	"Richard and I looked at one another again. It was a most singular thing that the arrest was our embarrassment and not Mr. Skimpole's." (paragraph 21)	"'Keep your temper, my good fellow, keep your temper!' Mr. Skimpole gently reasoned with him as he made a little drawing of his head on the fly-leaf of a book." (paragraph 26)	RL1; RL2
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20	Item Type: EBSR Part A: A Part B: C	RL1; RL4
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21	Item Type: EBSR Part A: C Part B: A	RL1; RL3
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22	Item Type: EBSR Part A: A Part B: C	RL1; RL3
23	Item Type: PCR Refer to Grade 6-11 Scoring Rubric	W3-10