

Grade 3 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	2	3A1: Analysis of the contribution of illustrations. RL 1, 2, 3,7 3A2: Central idea/lesson of literature from diverse cultures. RL1, 2, 3 3A3: Characterization in a story. RL 1,2,3,7 3A4: Author’s study including analysis of illustration. RL 1,2,3,7 ,9	3A1: 6 3A2: 5 3A3: 6 3A4: 6	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		7	W1 and/or W2 W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Information	4(8)	1	2	3B1: Analyzing the relationship between a series of concepts. RI 1,2,3,,5,9 3B2: Analyzing the role of illustrations. RI 1,2,3,5, 7 , 9	3B1: 12 3B2: 11	
		Reading Vocabulary	2 (4)		0	RI 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		7	W1 and/or W2 focus W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	2	3C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 3C2: Narrative description: Any combination of RI standards1, 2,3, 5,7,9	C1:19 C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		7	W3 and/or W2 focus W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	5	NA	17(34) Reading	3	6Reading 33 Writing 39 CCR	NA	8 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

Grade 3 EOY Form Specifications

09/17/2012

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2,3,5 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
	1 medium/long length text 400-800 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,9 (any combination)	Reading/Reading Literature	7 (14)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 200-400 words	Informational	RI 2,3,5 (any combination)	Reading/Reading Information	4 (8)	
		RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1(2)	
1 medium/long length text 400-800 words *may be substituted with two paired texts ¹	Informational	RI 2,3,5,9 (any combination)	Reading/Reading Information	7 (14)	
		RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 4 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	3	4A1: Analysis of structural elements. RL 1, 2, 3,5 4A2: Central idea/lesson. RL1, 2, 3,5 4A3: Character(s), setting(s), or event(s) RL 1,2,3,5 4A4: Author’s study. RL 1,2,3,5,9 4A5: Connecting a text and a companion visual or oral presentation of that text RL 1,2,3,7	4A1: 6 4A2: 5 4A3:5 4A4: 6 4A5:1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		9	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	3	4B1: Analyzing the relationship between a series of concepts. RI 1,2,3,,5,6,8,9 4B2: Analyzing the role of illustrations. RI 1,2,3,,5,6,7,8,9	4B1: 12 4B2: 11	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		9	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	3	4C1: Narrative Story: Any combination of RL standards 1, 2,3, 5,7,9 4C2: Narrative description: Any combination of RI standards 1, 2,3, 5,7,9	C1:19 C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		9	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20(40) Reading	3	9Reading 39Writing 48CCR	NA	9 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2,3, (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long length text 400-800 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,6,9 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	7 (14) 1 (2)
	1 short/medium text 200-400 words	Informational	RI 2,3,5 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 400-800 words *may be substituted with two paired texts ¹	Informational	RI 2,3,5,6,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	7 (14) 1 (2)
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 5 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	3	5A1: Influence of narrator’s or speaker’s point of view. RL 1, 2, 3,5,6 5A2: Central idea/lesson of literature. RL 1, 2, 3,5 5A3: Comparison of character(s), setting(s), or event(s). RL 1,2,3,5 5A4: Comparing themes and topics. RL 1,2,3,5,9 5A5: Analysis of visual and multimedia elements RL 1,2,3,7	5A1: 6 5A2: 5 5A3:5 5A4: 6 5A%:1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		9	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	3	5B1: Analyzing the relationship between a series of concepts. RI 1,2,3,,5,6,8,9 5B2: Analyzing the role of illustrations. RI 1,2,3,,5,6,7,8,9	5B1: 12 5B2: 11	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		9	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

C Narrative Writing Task—for a given form, choose only one task model	1	Reading (major claim)	5(10)	1	3	5C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 5C2: Narrative description: Any combination of RI standards 1,2,3, 5,7,9	C1:19 C2:4	
	* short text	Reading Vocabulary	0		0	NA		
	*See table for word count guidelines	Writing Written Expression	0		9	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	9Reading 39 Writing 48CCR	NA	9 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
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It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

Grade 5 EOY Form Specifications

09/17/2012

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2,3,5,6 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
	1 medium/long length text 400-800 words *may be substituted with two paired texts ¹	Literary	RL 2,3,9 (any combination)	Reading/Reading Literature	7 (14)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 200-400 words	Informational	RI 2,3,5 (any combination)	Reading/Reading Information	4 (8)	
		RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1(2)	
1 medium/long length text 400-800 words *may be substituted with two paired texts ¹	Informational	RI 2,3,5,6,9 (any combination)	Reading/Reading Information	7 (14)	
		RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 6 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	6A1: Contribution of one section to theme, setting or plot RL 1, 2, 3,5 6A2: Central idea/lesson of literature RL1, 2, 3,5 6A3: Analysis of plot and characterization. RL 1,2,3,5 6A4: Comparing themes and topics. RL 1,2,3,5,9 6A5:Comparing a print text to a multimedia version of that text RL 1,2,3,7	6A1: 6 6A2: 5 6A3: 5 6A4: 6 6A5: 1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	6B1: Focus on point of view and purpose. RI 1,2,3,,5,6,9 6B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 6B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 6B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 6B5: Use of illustrations and other visuals. RH 1,3,5,6,7,8,9 6B6: Use of illustrations and other visuals. RST1,3,5,6,7,8,9 6B7: Analysis of argument. RI 1,2,3,5,6,8,9 6B8: Analysis of argument. RH 1,2,3,5,6,8,9 6B9: Analysis of argument. RST 1,2,3,5,6,8,9 6B10: Relationship of ideas. RI 1,2,3,5,6,9 6B11: Relationship of ideas. RH 1,2,3,5,6,9 6B12: Relationship of ideas. RST 1,2,3,5,6,9	6B1: 2 6B2: 2 6B3:2 6B4:2 6B5:2 6B6:2 6B7:2 6B8:2 6B9:2 6B10:1 6B11:2 6B12:2	

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	6C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 6C2: Narrative description: Any combination of RI standards 1,2,3, 5,7,9	C1: 19C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46Writing 58 CCR	NA	19 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 400-600 words	Literary	RL 2,3,5,6 (any combination)	Reading/Reading Literature	3 (6)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5, 6,9 (any combination)	Reading/Reading Literature	5 (10)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
	1 short/medium text 400-600 words	Informational 1 that is Literary Nonfiction (RI focused) 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused) 1 that is RI OR RH or RST focused	RI 2,3,5,8 (any combination)	Reading/Reading Information	4 (8)
1 short/medium text 400-600 words	RI 4 and L4,5,6 (any combination)		Reading/Reading Vocabulary	1(2)	
	RI 2,3,5,8 (any combination)		Reading/Reading Information	4 (8)	
1 medium/long length text 600-1000 words *may be substituted with two paired texts ¹	1 that is RI OR RH or RST focused	RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1(2)	
		RI 2,3,5,6,8,9 (any combination)	Reading/Reading Information	5 (10)	
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 7 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	7A1: Contribution of one section to theme, setting or plot RL 1, 2, 3,5,6 7A2: Central idea/lesson of literature RL 1, 2, 3,5 7A3: Interaction of story elements RL 1,2,3,5 7A4: Comparison of techniques in print text and multimedia RL 1,2,3,7 7A5: Influence of narrator’s or speaker’s point of view	7A1: 7 7A2: 6 7A3: 6 7A4: 1 7A5:3	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	7B1: Focus on point of view and purpose RI 1,2,3,,5,6,9 7B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 7B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 7B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 7B5: Use of illustrations and other visuals. RH 1,3,5,6,7,8,9 7B6: Use of illustrations and other visuals. RST 1,3,5,6,7,8,9 7B7: Analysis of argument. RI 1,2,3,5,6,8,9 7B8: Analysis of argument. RHI 1,2,3,5,6,8,9 7B9: Analysis of argument. RSTI 1,2,3,5,6,8,9 7B10: Relationship of ideas. RI 1,2,3,5,6,9 7B11: Relationship of ideas. RHI 1,2,3,5,6,9 7B12: Relationship of ideas. RSTI 1,2,3,5,6,9	7B1: 1 7B2: 2 7B3:2 7B4:2 7B5:2 7B6:2 7B7:2 7B8:2 7B9:2 7B10:2 7B11:2 7B12:2	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		
		Writing	0		12	W1 and/or W2 focusW4,5,6,7,8,9,10		

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

		Written Expression						
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	7C1: Narrative Story: Any combination of RL standards 1, 2,3, 5,7,9 7C2: Narrative description: Any combination of RI standards 1, 2,3, 5,7,9	C119 C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46 Writing 58CCR	NA	19 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

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Grade 7 EOY Form Specifications

09/17/2012

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 400-600 words	Literary	RL 2,3,5,6 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	3 (6) 1 (2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,6,9 (any combination) RL and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 400-600 words	Informational 1 that is Literary Nonfiction (RI focused) 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused)	RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 short/medium text 400-600 words		RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts ¹	1 that is RI OR RH or RST focused	RI 2,3,5,6,8,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 8 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	8A1: Differences in point of view of characters RL 1, 2, 3,5,6 8A2: Central idea/lesson of literature RL 1, 2, 3,5 8A3: Effect of dialogue on events. RL 1,2,3,5 8A4: Analysis of themes, patterns of events or character types RL 1,2,3,5,9 8A5: Analysis of a filmed production RL 1,2,3,7	8A1: 6 8A2: 5 8A3: 5 8A4: 6 8A5:1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	8B1: Focus on point of view and purpose RI 1,2,3,,5,6,9 8B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 8B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 8B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 8B5: Use of illustrations and other visuals. RH 1,3,5,6,7,8,9 8B6: Use of illustrations and other visuals. RST 1,3,5,6,7,8,9 8B7: Analysis of argument. RI 1,2,3,5,6,8,9 8B8: Analysis of argument. RH 1,2,3,5,6,8,9 8B9: Analysis of argument. RST 1,2,3,5,6,8,9 8B10: Relationship of ideas. RI 1,2,3,5,6,9 8B11: Relationship of ideas. RH 1,2,3,5,6,9 8B12: Relationship of ideas. RST 1,2,3,5,6,9	8B1: 2 8B2: 2 8B3:2 8B4:2 8B5:2 8B6:2 8B7:1 8B8:2 8B9:2 8B10:2 8B11:2 8B12:2	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)		

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

		Writing Written Expression	0		12	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	8C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 8C2: Narrative description: Any combination of RI standards1, 2,3, 5,7,9	C1: 19C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46Writing 58CCR	NA	19Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 400-600 words	Literary	RL 2,3,6 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	3 (6) 1 (2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,6,9 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 400-600 words	Informational 1 that is Literary Nonfiction (RI focused) 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused)	RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 short/medium text 400-600 words		RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 600-1000 words *may be substituted with two paired texts ¹	1 that is RI OR RH or RST focused	RI 2,3,5,6,8,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 9 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	9A1: Analysis of non-U.S. literature. RL 1, 2, 3,5,6 9A2: Text structure/manipulation of time RL 1, 2, 3,5 9A3: Complex characterization. RL 1,2,3,5 9A4: Analysis of how author draws on or transforms source material. RL 1,2,3,5,9 9A5: Analysis of a subject or scene RL 1,2,3,7	9A1: 6 9A2: 5 9A3: 5 9A4: 6 9A5:1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	9B1: Focus on point of view and purpose RI 1,2,3,5 ,6,9 9B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 9B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 9B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 9B5: Use of illustrations and other visuals. RST 1,3,5,6,7,8,9 9B6: Analysis of argument. RI 1,2,3,5,6,8,9 9B7: Analysis of argument. RH 1,2,3,5,6,8,9 9B8: Analysis of argument. RST 1,2,3,5,6,8,9 9B9: Relationship of ideas. RI 1,2,3,5,6,9 9B10: Relationship of ideas. RH 1,2,3,5,6,9 9B11: Relationship of ideas. RST 1,2,3,5,6,9 (1/3/9)	9B1: 2 9B2: 2 9B3:2 9B4:2 9B5:2 9B6:2 9B7:2 9B8:2 9B9:2 9B10:2 9B11:2	

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)	+1 additional task—any task model	
		Writing Written Expression	0		12	W1 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	9C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 9C2: Narrative description: Any combination of RI standards 1,2,3, 5,7,9	C119 C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46Writing 58CCR	NA	18Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

Grade 9 EOY Form Specifications

09/17/2012

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 500-800 words	Literary	RL 2,3,5,6, (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	3 (6) 1 (2)
	1 medium/long length text 800-1,500 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,6,9 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 500-800 words	Informational 1 that is Literary Nonfiction (RI focused) 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused)	RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 short/medium text 500-800 words		RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 800-1,500 words *may be substituted with two paired texts ¹	1 that is RI OR RH or RST focused	RI 2,3,5,6,8,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 10 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	10A1: Impact of word choice. RL 1, 2, 3,4,5 10A2: Structural analysis. RL 1, 2, 3,5 10A3: Complex characterization. RL 1,2,3,5 10A4: Analysis of how author draws on or transforms source material. RL 1,2,3,5,9 10A5: Analysis of a subject or scene RL 1,2,3,7	10A1: 6 10A2: 5 10A3: 5 10A4: 6 10A5:1	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	10B1: Focus on point of view and purpose RI 1,2,3,5,6,9 10B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 10B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 10B4: Use of illustrations and other visuals. RI1,3,5,6,7,8 ,9 10B5: Use of illustrations and other visuals. RST 1,3,5,6, 7,8,9 10B6: Analysis of argument. RI 1,2,3,5,6,8,9 10B7: Analysis of argument. RH 1,2,3,5,6,8,9 10B8: Analysis of argument. RST 1,2,3,5,6,8,9 10B9: Relationship of ideas. RI 1,2,3,5,6,9 10B10: Relationship of ideas. RH 1,2,3,5,6,9 10B11: Relationship of ideas. RST 1,2,3,5,6,9	10B1: 2 10B2: 2 10B3:2 10B4:2 10B5:2 10B6:2 10B7:2 10B8:2 10B9:2 10B10:2 10B11:2	

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)	+1 additional task—any task model	
		Writing Written Expression	0		12	W1 and/or W2 focus W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	10C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 10C2: Narrative description: Any combination of RI standards 1,2,3, 5,7,9	C119 C2:4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46 Writing 58CCR	NA	18 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
6 – 8	400 – 1,000 words
9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

Grade 10 EOY Form Specifications

09/17/2012

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 500-800 words	Literary	RL 2,3,5,6, (any combination)	Reading/Reading Literature	3 (6)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
	1 medium/long length text 800-1,500 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,6,9 (any combination)	Reading/Reading Literature	5 (10)
			RL 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
			Informational		
1 short/medium text 500-800 words	1 that is Literary Nonfiction (RI focused)	RI 2,3,5,8 (any combination)	Reading/Reading Information	4 (8)	
1 short/medium text 500-800 words		RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1(2)	
1 medium/long length text 800-1,500 words *may be substituted with two paired texts ¹	1 that is History/SS (RH focused)or 1 that is Science/Technical (RST focused)	RI 2,3,5,8 (any combination)	Reading/Reading Information	4 (8)	
		RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1(2)	
		1 that is RI OR RH or RST focused	RI 2,3,5,6,8,9 (any combination)	Reading/Reading Information	5 (10)
			RI 4 and L4,5,6 (any combination)	Reading/Reading Vocabulary	1 (2)
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.

Grade 11 Common Form Specifications (PBA):

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs ¹	Task Models Applicable: Standards measured	# of each task model to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	11A1: Text structure. RL 1, 2, 3,5 11A2: Analysis of two or more themes/central ideas. RL 1, 2, 3,5 11A3: Analysis of story elements/structure. RL 1,2,3,5 11A4: Expression of knowledge of eighteenth, nineteenth and early-twentieth century treatment of similar themes and topics. RL 1,2,3,5,9	11A1: 6 11A2: 5 11A3: 6 11A4: 6	
		Reading Vocabulary	2(4)		0	RL 4 and L4,5,6 (any combination)		
		Writing Written Expression	0		12	W1 and/or W2 W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	11B1: Focus on point of view and purpose RI 1,2,3,5,6,9 11B2: Focus on point of view and purpose. RH 1,2,3,5,6,9 11B3: Focus on point of view and purpose. RST 1,2,3,5,6,9 11B4: Use of illustrations and other visuals. RI1,3,5,6,7,8,9 11B5: Use of illustrations and other visuals. RST 1,3,5,6,7,8,9 11B6: Analysis of argument. RI 1,2,3,5,6,8,9 11B7: Analysis of argument. RH 1,2,3,5,6,8,9 11B8: Analysis of argument. RST 1,2,3,5,6,8,9 11B9: Relationship of ideas. RI 1,2,3,5,6,9 11B10: Relationship of ideas. RH 1,2,3,5,6,9 11B11: Relationship of ideas. RST 1,2,3,5,6,9	11B1: 2 11B2: 2 11B3:2 11B4:2 11B5:2 11B6:2 11B7:2 11B8:2 11B9:2 11B10:2 11B11:2	
		Reading Vocabulary	3 (6)		0	RI 4 and L4,5,6 (any combination)	+1 additional	

¹NOTE -The maximum number of points is dependent on finalizing the rubric score point ranges which cannot be done until after field testing.

		Writing Written Expression	0		12	W1 and/or W2 focus W4,5,6,7,8,9,10	task—any task model	
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	4	11C1: Narrative Story: Any combination of RL standards 1,2,3, 5,7,9 11C2: Narrative description: Any combination of RI standards 1,2,3, 5,7,9	C119 C2: 4	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W3 and/or W2 focus W4,5,6,7,8,9,10		
		Writing Knowledge Language and Conventions	0		4	L1,2,3,6		
Totals	6	NA	20 (40) Reading	3	12Reading 46Writing 58CCR	NA	17 Task Models	

Word Count Guidelines¹

PARCC has established the following word count guidelines for each grade span to inform passage selection.

Table 1. Minimum/Maximum Passage Lengths by Grade Band

Grade Band	Minimum/Maximum Passage Length for Literary and Informational Text/Literary Nonfiction
3 – 5	200 – 800 words
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9 – 11	500 – 1,500 words

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range² listed for the grade band than to the beginning of the range³ for that grade band.

¹ Passage Selection Guidelines for Assessing CCSS ELA

² A text that is closer to the end of the word count range for a listed grade band is considered an extended text.

³ A text that is closer to the beginning of the word count range for a listed grade band is considered a short text.

Grade 11 EOY Form Specifications

09/17/2012

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 500-800 words	Literary	RL 2,3,5,6, (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	3 (6) 1 (2)
	1 medium/long length text 800-1,500 words *may be substituted with two paired texts ¹	Literary	RL 2,3,5,6,9 (any combination) RL 4 and L4,5,6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 500-800 words	Informational 1 that is Literary Nonfiction (RI focused) 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused) 1 that is RI OR RH or RST focused	RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 short/medium text 500-800 words		RI 2,3,5,8 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 800-1,500 words *may be substituted with two paired texts ¹		RI 2,3,5,6,8,9 (any combination) RI 4 and L4,5,6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	26 (52)

¹Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. Note, those items that measure Reading Information and Reading Literature standards will not have points attributed to sub-claims, but instead the points from these items will be attributed to the major reading claim. This will mean that while the points annually for the overall major reading claim and master claim for CCR will remain constant, year to year and form to form, the number of points in the reading sub-claims will vary.