

## ELA Task Generation Model for Narrative Type 1MY

### Task Focus: Narrative Story

<b>Task Type</b>	Narrative Prose Constructed Response	
<b>Grades 3 - 11</b>	This task model is appropriate for all grades—specific items written to match the grade-level standards/analytic rubric	
<b>Text Type and Number</b>	1 Short Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures all writing claims</li> <li>Measures master reading claim (no data to be attributed to reading sub-claims)</li> </ul>
<b>Standards/Evidences</b>	<ul style="list-style-type: none"> <li>Writing standards 3 and 4</li> <li>Written Expression: Evidence to be demonstrated is conveyed in the language of the grade-appropriate analytic rubric and the grade-appropriate language of writing standards 1-4.</li> <li>Conventions and the Knowledge of Language: Evidence to be demonstrated is conveyed in the language of the grade-appropriate analytic rubric and the grade-appropriate language of writing standards 1-3.</li> <li>Reading standards for RL 1-10—evidences to be chosen from those applicable for the text</li> </ul>	
<b>Task Complexity (including stimulus and item complexity)</b>	To be determined <sup>1</sup>	
<b>Number of EBSR/TECR items</b>	5	
<b>Total # of Items for the Task Model:</b>	6 (1 PCR and 5 EBSR or TECR items)	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read a literary text.</li> <li>Students answer EBSR or TECR items</li> <li>Students write a narrative story (PCR)</li> </ul>	

Note: For Forms Construction the number of items to develop using this task model should be as follows: Grades 3 – 5 50%; Grades 6 – 8 40%; and Grade 9 – 11 20 %.

## ELA Task Generation Model for Narrative Type 2MY

### Task Focus: Narrative Description

<b>Task Type</b>	Narrative Prose Constructed Response	
<b>Grades 3 - 11</b>	This task model is appropriate for all grades—specific items written to match the grade-level standards/analytic rubric	
<b>Text Type and Number</b>	1 Short Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures all writing claims</li> <li>Measures master reading claim (no data to be attributed to reading sub-claims)</li> </ul>
<b>Standards/Evidences</b>	<ul style="list-style-type: none"> <li>Writing standards 3 and 4</li> <li>Written Expression: Evidence to be demonstrated is conveyed in the language of the grade-appropriate analytic rubric and the grade-appropriate language of writing standards 1-4.</li> <li>Conventions and the Knowledge of Language: Evidence to be demonstrated is conveyed in the language of the grade-appropriate analytic rubric and the grade-appropriate language of writing standards 1-3.</li> <li>Reading standards for RI or RH or RST 1-10—evidences to be chosen from those applicable for the text, with literacy standards used only for grades 6-11</li> </ul>	
<b>Task Complexity (including stimulus and item complexity)</b>	To be determined <sup>1</sup>	
<b>Number of EBSR/TECR items</b>	5	
<b>Total # of Items for the Task Model:</b>	6 (1 PCR and 5 EBSR or TECR items)	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read a non-fiction text.</li> <li>Students answer EBSR or TECR items</li> <li>Students write a narrative description (PCR)</li> </ul>	

Note: For Forms Construction the number of items to develop using this task model should be as follows: Grades 3 – 5 50%; Grades 6 – 8 60%; and Grade 9 – 11 70 %.

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## Task Generation Model 3A.1MY

### Task Focus: Analysis of the contribution of illustrations

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	3	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 3A.2 MY

**Task Focus: Central Idea/Lesson of literature from diverse cultures**

Task Type	Literary Analysis	
Grade	3	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RL 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 3A.3 MY

**Task Focus: Characterization in a story**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	3	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECE reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECE items</li> <li>Students read additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECE items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 3A.4 MY

**Task Focus: Author's study including analysis of illustration**

Task Type	Literary Analysis	
Grade	3	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RL 2, 3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 3B1 MY

**Task Focus: Analyzing the relationship between a series of concepts**

<b>Task Type</b>	Research	
<b>Grade</b>	3	
<b>Number and type of Texts</b>	1 Extended Informational Text 1 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 6 total items = 12 points</li> <li>• 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 4 of 6 items(8 points) measuring standards RI 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	8	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 3B2 MY

### Task Focus: Analyzing the role of illustrations

Task Type	Research	
Grade	3	
Number and type of Texts	1 Extended Informational Text 1 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RI 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	8	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Task Generation Model 4A.1 MY

**Task Focus: Analysis of structural elements**

Task Type	Literary Analysis	
Grade	4	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 5</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 4A.2 MY

**Task Focus: Central Idea/Lesson of literature**

Task Type	Literary Analysis	
Grade	4	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 4A.3 MY

**Task Focus: Character(s), setting(s) or event (s)**

Task Type	Literary Analysis	
Grade	4	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items 8 points) measuring standards RL 2, 3 and 5</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 4A.4 MY

### Task Focus: Authors'study

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	4	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 4A.5 MY

**Task Focus: Connecting a text and a companion visual or oral presentation of that text**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	4	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items 8 points) measuring standards RL 2, 3 and 7</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 4B1 MY

**Task Focus: Analyzing the relationship between a series of concepts**

Task Type	Research	
Grade	4	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECE reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3,5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 4B2 MY

### Task Focus: Analyzing the role of illustrations

Task Type	Research	
Grade	4	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items(12 points) measuring standards RI 2,3,5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 5A.1 MY

**Task Focus: Influence of narrator's or speaker's point of view**

Task Type	Literary Analysis	
Grade	5	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 6</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Task Generation Model 5A.2 MY

**Task Focus: Central Idea/Lesson of literature**

Task Type	Literary Analysis	
Grade	5	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 5A.3 MY

**Task Focus: Comparison of character(s), setting(s) or event (s)**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	5	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 5A.4 MY

**Task Focus: Comparing themes and topics**

Task Type	Literary Analysis	
Grade	5	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 5A.5 MY

### Task Focus: Analysis of visual and multimedia elements

Task Type	Literary Analysis	
Grade	5	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 5B1 MY

**Task Focus: Analyzing the relationship between a series of concepts**

Task Type	Research	
Grade	5	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI 2,3,5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 5B2 MY

### Task Focus: Analyzing the role of illustrations

Task Type	Research	
Grade	5	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3,5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 6A.1 MY

Task Focus: **Contribution of one section to theme, setting or plot**

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 5</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 6A.2 MY

**Task Focus: Central Idea/Lesson of literature**

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Task Generation Model 6A.3 MY

### Task Focus: Analysis of Plot and Characterization

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 6A.4 MY

**Task Focus: Comparing themes and topics**

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 6A.5 MY

**Task Focus: Comparing a print text to a multimedia version of that text**

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 6B1 MY

### Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 6B2 MY

### Task Focus: Focus on Point of View and Purpose

<b>Task Type</b>	Research	
<b>Grade</b>	6	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 6B3 MY

### Task Focus: Point of View and Purpose

<b>Task Focus: Point of View and Purpose Task Type</b>	Research	
<b>Grade</b>	6	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B4 MY

## Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI 3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B5 MY

## Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Research Task Generation Model 6B6 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST 3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B7 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RI 2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B8 MY

## Task Focus: Analysis of Argument

<b>Task Type</b>	Research	
<b>Grade</b>	6	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B9 MY

## Task Focus: Analysis of Argument

<b>Task Type</b>	Research	
<b>Grade</b>	6	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B10 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RI 2, 3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B11 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items(12 points) measuring standards RH 2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 6B12 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RST 2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 7A.1 MY

**Task Focus: Contribution of one section to the theme, setting or plot**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	7	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 6</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Task Generation Model 7A.2 MY

**Task Focus: Central Idea/Lesson of literature**

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 7A.3 MY

**Task Focus: Interaction of story elements**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	7	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 7A.4 MY

**Task Focus: Comparison of techniques in print text and multimedia**

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7.</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items(8 points) measuring standards RL 2,3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 7A.5MY

**Task Focus: Influence of narrator's or speaker's point of view**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	7	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 6</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 6</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 7B1 MY

**Task Focus: Focus on Point of View and Purpose**

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 7B2 MY

### Task Focus: Focus on Point of View and Purpose

<b>Task Type</b>	Research	
<b>Grade</b>	7	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	Session 1: <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> Session 2: <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B3 MY

## Task Focus: Point of View and Purpose

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 7B4 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Research Task Generation Model 7B5 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH 3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B6 MY

## Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RST 3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 7B7MY

### Task Focus: Analysis of Argument

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RI 2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B8 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RH 2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B9 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST 2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B10 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECE reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B11 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH 2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 7B12 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST 2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Task Generation Model 8A.1 MY

**Task Focus: Differences in point of views of characters**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	8	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 6</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECE reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECE items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECE items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 8A.2 MY

**Task Focus: Central Idea/Lesson of literature**

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 8A.3 MY

**Task Focus: Effect of dialogue or events**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	8	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 8A.4 MY

**Task Focus: Analysis of themes, patterns of events or character types**

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 8A.5 MY

### Task Focus: Analysis of a filmed production

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	8	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 8B1 MY

## Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 8B2 MY

### Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 8B3 MY

## Task Focus: Point of View and Purpose

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



# ELA Research Task Generation Model 8B4 MY

## Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text .	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items(12 points) measuring standards RI 3,5,6,7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 8B5 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 3,5,6,7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 8B6 MY

### Task Focus: Use of Illustrations and Other Visuals

<b>Task Type</b>	Research	
<b>Grade</b>	8	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 3,5,6,7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 8B7 MY

## Task Focus: Analysis of Argument

<b>Task Type</b>	Research	
<b>Grade</b>	8	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 8B8 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH 2,3,5,6 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 8B9 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST 2,3,5,6 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 8B10 MY

### Task Focus: Relationship of Ideas

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 8B11 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items(12 points) measuring standards RH 2,3,5,6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



# ELA Research Task Generation Model 8B12 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text .	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECE reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items measuring standards RST 2,3,5,6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECE questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECE questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECE questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 9A.1 MY

### Task Focus: Analysis of non- U.S. Literature

Task Type	Literary Analysis	
Grade	9	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 6</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 9A.2 MY

**Task Focus: Text structure/manipulation of time**

Task Type	Literary Analysis	
Grade	9	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 5</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 9A.3 MY

**Task Focus: Complex characterization**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 9A.4 MY

**Task Focus: Analysis of how author draws on or transforms source material**

Task Type	Literary Analysis	
Grade	9	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 9A.5 MY

**Task Focus: Analysis of a subject or scene**

Task Type	Literary Analysis	
Grade	9	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 9B1 MY

### Task Focus: Focus on Point of View and Purpose

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 9B2 MY

### Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Research Task Generation Model 9B3 MY

### Task Focus: Point of View and Purpose

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 2, 3 and 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	Session 1: <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> Session 2: <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 9B4 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 3,5,6,7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

**ELA Research Task Generation Model 9B5 MY**  
**Task Focus: Use of Illustrations and Other Visuals**

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 3,5,6,7 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 9B6 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 9B7 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH 2,3,5,6 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 9B8 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 2,3,5,6 and 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 9B9 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECE reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECE questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECE questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECE questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 9B10 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	9	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH 2,3,5,6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



# ELA Research Task Generation Model 9B11 MY

## Task Focus: Relationship of Ideas

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 2,3,5,6 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 10A.1 MY

### Task Focus: Impact of Word Choice

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text  The text(s) serving as the stimulus for the PCR must be from outside the United States that has language that evokes a sense of time and place.	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 4</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 10A.2 MY

### Task Focus: Structural Analysis

Task Type	Literary Analysis	
Grade	10	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 5</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 10A.3 MY

### Task Focus: Complex Characterization

Task Type	Literary Analysis	
Grade	10	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 10A.4 MY

**Task Focus: Analysis of how author draws on or transforms source material**

Task Type	Literary Analysis	
Grade	10	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 10A.5 MY

**Task Focus: Analysis of a subject or scene**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 7</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 10B1 MY

## Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 10B2 MY

### Task Focus: Focus on Point of View and Purpose

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RH 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



# ELA Research Task Generation Model 10B3 MY

## Task Focus: Point of View and Purpose

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 10B4 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 10B5 MY

## Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 10B6 MY

## Task Focus: Analysis of Argument

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	11	
<b>Order of Student Actions:</b>	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 10B7 MY

### Task Focus: Analysis of Argument

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 10B8 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 summary PCR 1 CSI PCR	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 10B9 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 10B10 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



# ELA Research Task Generation Model 10B11 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	10	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECE reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students write a PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECE questions</li> <li>Students write a PCR(Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 11A.1 MY

### Task Focus: Text structure

Task Type	Literary Analysis	
Grade	11	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 5</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 11A.2 MY

**Task Focus: Analysis of two or more themes/central ideas**

Task Type	Literary Analysis	
Grade	11	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 2</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 11A.3 MY

**Task Focus: Analysis of story elements/structure**

Task Type	Literary Analysis	
Grade	11	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 3.</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Task Generation Model 11A.4 MY

**Task Focus: Expression of knowledge of eighteenth, nineteenth, and  
early-twentieth century treatment of similar themes and topics**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	11	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards 1 and 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Task Complexity (including text, item, and task complexity)</b>	To be determined <sup>1</sup>	
<b>Total # of Items for the Task Model:</b>	7	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students read 1 additional literature texts</li> <li>Students respond to 1 item to measure the reading sub-claim for vocabulary</li> <li>Students respond to 2 EBSR or TECR items</li> <li>Students respond to 1 Analytic PCR</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B1 MY

## Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B2 MY

## Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B3 MY

## Task Focus: Point of View and Purpose

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST2,3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.



## ELA Research Task Generation Model 11B4 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI3,5,6,7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

## ELA Research Task Generation Model 11B5 MY

### Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 7 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RST2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B6 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RI2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B7 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items(12 points) measuring standards RH2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B8 MY

## Task Focus: Analysis of Argument

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1, 2 and 3</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST2,3,5,6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B9 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RI2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B10 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR (Writing 1) 1 PCR (Writing 2)	<ul style="list-style-type: none"> <li>Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>9 total items = 18 points</li> <li>3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>6 of 9 items (12 points) measuring standards RH2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students read additional text (may be multi-media with transcript)</li> <li>Students answer 1 vocabulary question</li> <li>Students answer 2 EBSR or TECR questions</li> <li>Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

# ELA Research Task Generation Model 11B11 MY

## Task Focus: Relationship of Ideas

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 summary PCR 1 CSI PCR	<ul style="list-style-type: none"> <li>• Writing 1 : Measures reading information sub-claim using standards 1 and 2</li> <li>• Writing 2: Measures reading information sub-claim using standards 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> <li>• 9 total items = 18 points</li> <li>• 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 6 of 9 items (12 points) measuring standards RST2,3,5,6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
Task Complexity (including text, item, and task complexity)	To be determined <sup>1</sup>	
Total # of Items for the Task Model:	11	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write PCR (Writing 1)</li> </ul> <p>Session 2:</p> <ul style="list-style-type: none"> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students read additional text (may be multi-media with transcript)</li> <li>• Students answer 1 vocabulary question</li> <li>• Students answer 2 EBSR or TECR questions</li> <li>• Students write a PCR (Writing 2)</li> </ul>	

<sup>1</sup> Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.