

## Passage Selection Guidelines for Assessing CCSS ELA<sup>1</sup>

Along with instructional materials and teacher training, assessment development is essential to the successful implementation of the Common Core State Standards (CCSS). While many of the expectations outlined in the CCSS align with previous versions of many state standards for ELA, the CCSS do represent some shifts in emphasis with direct implications for assessment development. In particular, the CCSS devote considerable attention to the types and nature of texts used in instruction and assessment. The foundation for preparing students for the linguistic rigors of college and the workplace lies in the texts with which they interact. By the time they graduate, students should be prepared to successfully read and analyze the types of complex texts they will encounter after high school. Selecting passages of appropriate type and complexity for use in assessment is integral to this preparation.

One of the major shifts of the CCSS is an emphasis on developing skills for comprehending and analyzing informational texts. Increased exposure to informational texts better prepares students for the various types of texts they will encounter in college and the workplace. The array of passages selected for assessment from K-12 should support the development of the necessary skills to handle this range of informational texts.

Another shift is an increased emphasis on the analysis across multiple texts, often of varied genres and media. Several standards, especially for reading literature, require intertextual and multi-media analysis. These expectations require special attention to selection of related passages, chosen specifically to support assessment of the full range of expectations.

This document offers guidelines for selecting passages regarding five considerations. These guidelines should inform the training of **passage finders** in order to ensure a pool of acceptable passages that can support assessment of the CCSS for the PARCC summative assessments. These guidelines will also inform **form assemblers** as they construct forms that will assess the full continuum of standards. In choosing passages, passage finders should consider:

- A. Using the framework for determining Text Complexity
- B. Selecting a variety of text types (including different types of texts, a balance of authors by gender and ethnicity, and texts that appeal to a diverse student population)
- C. Selecting passages that allow for a range of standards/evidences to be demonstrated to meet the PARCC claims
- D. Pairing Passages Effectively
- E. Meeting Demands of Bias and Sensitivity Guidelines

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<sup>1</sup> Throughout this document, the words “passage” and “text” are used synonymously. For the purposes of this document, a passage or a text is defined as a stimulus that allows for the measurement of the PARCC summative assessment claims in reading. It should be noted too that a passage or text may contain art work, photographs, graphics or other visuals. In addition, a passage or text may be print or multi-media.

## A. Using the framework for determining Text Complexity

Selecting passages of appropriate complexity is essential for assessing the comprehension skills at each developmental level. Passages, too basic for a given level, will not possess the necessary vocabulary, syntax, structures, and content development to assess the grade-level skills. Passages too complex for a given level will contain characteristics that interfere with the assessment of the grade-level skills.

PARCC has agreed upon a framework for determining text complexity. Passage selectors will utilize this framework to determine text complexity. The details of the framework are described below:

PARCC will utilize two components for determining text complexity for **all** passages/texts proposed:

1. Three quantitative text complexity measures (i.e., Reading Maturity Metric, SourceRater, and Lexiles) will be used to analyze all reading passages to determine **an initial** recommendation for grade level.

Note: In instances where the complexity measures do not place the text in the same grade level, passage selectors should note the potential grade levels given for the text and then proceed to the qualitative complexity analysis.

2. The Complexity Analysis Worksheets will be used to apply the separate qualitative measure for informational and literary text. The results will be used to determine a recommendation for text complexity within the grade level, or grade-level span, and will result in a categorization of each text as readily accessible, moderately complex, or highly complex.

Note: For multimedia text, we will apply qualitative judgments from one or both of the “optional” categories in the two Complexity Analysis Worksheets to make a holistic judgment of the complexity of the material.

For each text and multimedia text, the complexity level will be determined by the number of traits it exhibits that are classified as readily accessible, moderately complex, or highly complex. In many instances, a text will demonstrate fairly uniform complexity across traits, as demonstrated by the completed rubric (see Appendix #). However, because texts may exhibit a variety of traits across the complexity categories, we recommend assigning a point value for each trait within a category. For example, all readily accessible traits would receive one point, all moderately complex traits would receive two points, and all very complex traits would receive three points. The sum of all traits then can be used in combination with the following chart to determine a complexity level.

**Table 1. Point values for traits used to determine text complexity**

	<b>Readily Accessible</b>	<b>Moderately Complex</b>	<b>Very Complex</b>
<b>Print Text</b>	<b>0-6</b>	<b>7-10</b>	<b>11-15</b>
<b>Multimedia</b>	<b>0-10</b>	<b>11-15</b>	<b>16-21</b>

As part of the passage selection process, the passage selector should record his/her rationale to describe how both the quantitative and qualitative information were considered and used to inform the final grade level, or grade-level span, and text complexity determinations. The rationale will be presented along with the passage to assist in the passage review process.

A Note About Length of Texts:

One element quantitative measures use to determine text complexity is the length of a text. PARCC has established the following grade-level guidelines to inform passage selection with regards to length of texts.

**Table 2. Minimum/Maximum Passage Lengths by Grade Band**

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

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

PARCC recognizes that the length of a text is only one element in determining text complexity, and it is the overall appropriateness of texts, rather than merely text length that should guide text selection. In considering length of both print and multimedia texts, form assemblers must consider overall testing time when deciding which texts to place together in a single form.

**B. Selecting a variety of texts (including different types of texts, a balance of authors by gender and ethnicity, and texts that appeal to a diverse student population)**

Since the CCSS call for students to comprehend a range of complex texts, it is important that passage finders and form assemblers select texts for the PARCC assessments that represent a range of texts. In considering this range, one important consideration is a need to balance texts written by authors with diverse backgrounds, including a balance of authors by gender and ethnicity. In addition, since the students taking the PARCC assessments are themselves a diverse population, texts selected should appeal to a wide-range of student audiences. Form assemblers should create forms that demonstrate this range of diversity as well.

Texts come in a variety of forms or genres, and each text has its own unique purposes and structures. Each of these types has unique characteristics, but they can be grouped by general similarities in structure and purpose. Passage finders and form assemblers will want to use a variety of text types in

locating texts and in putting together forms so that the PARCC assessments allow students to demonstrate their ability to read and comprehend a range of complex texts.

1. Literary Text Types: There are many literary genres, but for the purposes of helping passage finders and form assemblers to select a variety of text types, literature text types will be categorized using five categories:
  - a. Poetry
  - b. Drama
  - c. Fiction
  - d. Multimedia (e.g. film, radio play)
  
2. Informational Text Types: There are many informational text types, but for the purposes of helping passage finders and form assemblers to select a variety of text types, informational text types will be categorized using four categories:
  - a. Literary Non-fiction
  - b. History/Social Science Texts
  - c. Science/Technical Texts
  - d. Multimedia (e.g. texts that have both words and audio or video)

It will also be helpful for passage finders and form assemblers to consider the many types of texts within these various text types that could serve as authentic source materials for the PARCC assessments, particularly when selecting informational texts. For example, the following types of informational texts may be considered appropriate for the PARCC assessments:

- Advertisements
- Agendas
- Autobiographies
- Biographies
- Company profiles
- Contracts
- Correspondence
- Essays
- Feature Articles
- Government Documents
- Histories
- Interviews
- Journal Articles
- Legal Documents
- Magazine articles
- Memoirs
- News articles
- Opinion/Editorial pieces
- Political Cartoons

- Product Specifications
- Product/Service Descriptions
- Recipes
- Reports
- Reviews
- Science Investigations
- Speeches
- Textbooks
- Tourism Guides
- Training manuals
- User Guides/manuals

### **C. Selecting authentic passages that allow for a range of standards/evidences to be demonstrated to meet the PARCC claims**

#### *Evidence Tables*

In grades 3 through 11, the Common Core State Standards for reading contain a set of standards for literary texts and a set for informational texts. In grades 6 through 11, there are two additional sets of standards, one for the science/technical domain and one for the history/social studies domain. After a text has been designated for use within a specific grade, the passage selector must consider how the content and structure of the passage supports the claims and evidence to be elicited by the assessment. If the text is literary, the passage selector should use the appropriate grade level evidence tables aligned to the reading literature and reading vocabulary sub-claims. If the passage is informational, the passage selector should use the appropriate grade level evidence tables aligned to the reading information and reading vocabulary sub-claims. The evidence tables are attached in Appendix A.

#### *Paired Passages*

Within each grade, there are several standards that call for students to use more than one text in order to demonstrate achievement of the standard.

#### **Number of Standards Requiring More than One Text**

The standard codes for the paired or multiple text standards in the CCSS are listed by grade in the table below. The table shows that the numbers of these standards vary, not only by grade level, but also by domain [Reading Literary Text (RL), Reading Informational Text (RI), Reading History/Social Studies Text (RH), and Reading Scientific and Technical Text (RST).]

**Table 3. Standards Requiring Paired or Multiple Texts**

<b>Grade</b>	<b>Number of RL, RI, RH, and RST standards requiring more than one stimulus (stimulus may be text, art, graphic, quantitative info, multimedia)</b>	<b>Standard Codes</b>
3	4	RL.7, 9; RI.7, 9
4	6	RL.6, 7, 9; RI.6, 7, 9
5	6	RL.7, 9; RI.5, 6, 7, 9
6	8	RL.7,9; RI.7,9; RH.7,9; RST.7,9
7	8	RL.7,9; RI.7,9; RH.7,9; RST.7,9
8	9	RL.5, 7,9; RI.7,9; RH.7,9; RST.7,9
9-10	9	RL.7,9; RI.7,9; RH.6,7,9; RST.7,9
11	8	RL.7,9; RI.7; RH.6,7,9; RST.7,9

**General Criteria for Selection of Authentic Texts**

The texts students encounter on tests should be worthy of careful attention, be content rich and challenging, and exhibit professional published quality. In short, materials on CCSS assessments should be of sufficient quality and complexity that students can demonstrate that they are the path to achieve college and career readiness.

Generally, texts used for assessment should be drawn from previously published materials because these materials have undergone professional review and editing in the publication process.

Informational texts that have been commissioned specifically for a test typically lack the quality and complexity required to meet the expectations of the Common Core: often they demonstrate poor use of evidence, possess weak organizational structure, lack density, and/or have questionable content accuracy. Also, commissioned texts are often simplistic, failing to provide sufficient information for students to gain important knowledge.

Similarly, literary texts that have been commissioned for a test often fail to demonstrate the deft character development, plotting, and thematic relevance that are hallmarks of the fiction writer’s craft. Commissioned literary nonfiction also often fails to exhibit the professional qualities expected in this rich genre.

Consequently, passage finders should plan to locate authentic texts for the PARCC Summative Assessments for English Language Arts/Literacy.

**Criteria for Selection of Paired or Multiple Texts**

Paired or multiple texts used to assess the standards shown in the table above should be selected with the same care as all texts used on CCSS assessments. Exposing students to grade-level texts—including texts from the domains of ELA, science, history/social studies, technical subjects, and the arts—of appropriate complexity lies at the heart of common core assessment. The assessment should require the careful gathering of observations about a text and careful consideration about what those observations taken together add up to—from the smallest linguistic matters to larger issues of overall understanding and judgment.

There are several additional criteria for selecting the passages for the standards that require more than one text. These criteria are based on the language of the standard and depend on the explicit purpose of the standard—what it is that students are being asked to do with the text. The standards in Table 1 can be sorted into several general categories based on their purposes. Listed below are the general purposes and the requirements for the texts that will assess each purpose.

**1. Compare literary elements, including theme**

The two or more literary texts selected to assess standards that call for comparison and analysis of literary elements (including theme) must contain literary elements that

- Are readily discernible to students (e.g., identifiable themes supported by textual evidence, clearly delineated points of view)
- Are meaningful (e.g., a setting that contributes to the plot or theme)
- Have significant points of comparisons (e.g., themes that have a recognizable relationship to each other, similar settings that have differing but related impacts in the literary texts, plots with similar elements).

For standard RL.4.5, the texts must be poems, drama, or prose.

For standards RL.3.9, RL.4.6, and RL.5.9, the texts must be fiction.

For standard RL.6.9, more than one different literary genre must be used.

For standard RL.11-12.9, texts must be chosen from foundational works from the same period in American literature.

**Table 4: Standards Whose Primary Focus Is Comparison of Literary Elements**

<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
<b>RL.4.5</b>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
<b>RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<b>RL.4.9</b>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>RL.6.9</b>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
<b>RL.11-12.9</b>	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**2. Compare central ideas, topics (including same event and point of view) in two or more informational texts**

The two or more informational texts selected to assess standards that call for comparison and analysis of central ideas, topics, or events must

- Not only treat the same general topic but also both contain more focused ideas related to the broader topic (e.g., not two texts simply about bees but texts that treat ideas like beneficial effects of bees or signals among bees).
- Have discernible points of comparison in terms of such aspects as author’s point of view or focus, amount and quality of evidence, differences in emphasis, significant omissions and/or inclusions of ideas.
- Have points of comparison that invite questions beyond superficial observations (e.g., “which text has more detail about [idea]?” or “which text mentions [topic]?”)

For standard RI.3.9, there must be two texts on the same topic.

For standard RI.4.6, the texts must be a firsthand and a secondhand account of the same event or topic.

For standards RI.5.6, RH.9-10.6, and RH.11-12.6, texts must be on the same topic with discernible points of view that can be compared.

For standard RI.8.9, the texts must provide conflicting information.

For standard RI.9-10.9, the texts must be selected from seminal U.S. documents of historical and literary significance.

**Table 5: Standards Whose Primary Focus Is Comparison of Central Ideas, Topics, Points of View**

<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>RI.7.9</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
<b>RI.8.9</b>	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>RI.9-10.9</b>	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
<b>RH.9-10.6</b>	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>RH.11-12.6</b>	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

<b>RST.9-10.9</b>	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
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### 3. Compare and/or analyze different versions of the same text (literature or informational texts)

Items that assess the standards in this category are based on a text and a second version of that text, with the second version either an audio or a video presentation. Students are asked to make comparisons between the two versions. Texts chosen to assess this category of standards must

- Be a copy of the written text accompanied by an audio or video rendition of the text so that the aspects affected by delivery in a different medium can be discerned.
- If there are minor variations in words between the written version and the audio or video version, the script of the media version should be provided for ease of comparison.

For standards RL.4.7 and R.L8.7, the written text must be a story or drama.

For standards RL.6.7, RL7.7, and RL.11-12.7, the written text must be a story, drama, or poem.

For standard RI.7.7, the written text may be a speech or other informational text.

**Table 6: Standards Whose Primary Focus Is Comparing Different Versions of the Same Text**

<b>RL.4.7</b>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
<b>RL.6.7</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
<b>RI.7.7</b>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<b>RL.8.7</b>	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
<b>RL.11-12.7</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

### 4. Analyze how ideas are transformed from one text to another literature or informational text

Standards in this category require more than the comparison of literary elements (purpose 1) or the comparison of ideas, topics, events, or points of view in informational texts (purpose 2). They also are

different from the standards in the purpose 3 category, where comparisons are required between a written text and another version of that same text.

Standards in the purpose 4 category require an analysis of how ideas or events have been transformed from one text to another. The transformation can be from one genre to another or from one work to another. Because the focus is transformation of ideas,

- The texts must contain ideas or events that have been reused and changed in discernible ways from an original text to a derivative text; the student must be provided with both the original text and the derivative text.
- The texts may be primary and secondary sources—historical or scientific/technical—with the same topics or events may be used.
- The texts may be classic works (e.g., mythology, Shakespeare) where one text transforms the other, or a classical text may be paired with a newer text that incorporates material from that classical text.
- Care must be taken to select texts that allow for meaningful analysis.

For standard RI.6.9, the same event(s) must be presented in different texts.

For standard RL.7.9, the texts must consist of a fictional portrayal and a historical account of the same time, place, or character.

For standards RL.8.9 and RL.9-10.9, the texts must consist of an original source text and a new text that transforms material in the original. For the grade 8 standard, the new work must be modern fiction.

For standards RI.8.7, RL.9-10.7, RI.9-10.7, and RST.6-8.9, the texts must be different mediums (e.g., art and text, text and multimedia).

For standards RH.6-8.9 and RH.9-10.9, primary and secondary sources on the same topic should be provided.

For standards RST.6-8.7 and RST.9-10.7, the set of texts should include quantitative or technical information that can be translated from words into visual form and vice-versa.

**Table 7: Standards Whose Primary Focus Is the Transformation of Ideas**

<b>RI.6.9</b>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<b>RL.7.9</b>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
<b>RL.8.9</b>	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
<b>RL.9-10.7</b>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i> ).

<b>RL.9-10.9</b>	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>RI.9-10.7</b>	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<b>RH.6-8.9</b>	Analyze the relationship between a primary and secondary source on the same topic.
<b>RH.9-10.9</b>	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>RST.6-8.7</b>	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>RST.6-8.9</b>	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
<b>RST.9-10.7</b>	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

### 5. Integrate information for a purpose

The standards in this category are less focused on comparison of texts and more focused on synthesis of ideas from texts, usually for a specific purpose. The texts selected to assess these standards must therefore

- Lend themselves to synthesis of ideas so that students can develop a coherent understanding of the topic (e.g., sufficient information about the Emancipation Proclamation that students gain an understanding of most of the key ideas and details on this topic).
- Represent a range of different kinds of texts, including those with visual and quantitative representations of information.

For standard RI.4.9, there must be two texts on same topic.

For standard RI.5.7, there must be two or more texts that invite and permit students to answer a question or solve a problem.

For standard RI.5.9, several texts on the same topic must be used.

For standards RH.11-12.9 and RST.11-12.9, there must be multiple texts on same topic that can yield a coherent understanding of that topic.

For standards RI.6.7, RI.11-12.7, RH.6-8.7, RH.9-10.7, RH.11-12.7, and RST.11-12.7, two or more texts must be used, one of which is in a different medium from the other; this medium can include a visual or quantitative presentation of information.

**Table 8: Standards Whose Primary Focus Is the Integration of Information**

<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>RI.6.7</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>RI.11-12.7</b>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
<b>RH.6-8.7</b>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>RH.9-10.7</b>	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
<b>RH.11-12.7</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
<b>RH.11-12.9</b>	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>RST.11-12.7</b>	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>RST.11-12.9</b>	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

## 6. Compare structures of texts (informational)

This category is smaller than the others but has been kept separate in this document because the textual requirements are very specific. Texts selected for this purpose must

- Have clearly discernible structures that are used consistently throughout most of the texts (e.g., a comparison structure used as the basis for an entire article rather than in a single paragraph).
- Rarely have structures that are simply chronological; a comparison of chronology-based texts usually is not fruitful. When two or more texts with a chronological structure are to be compared, there should be specific similarities and/or differences that lend themselves to meaningful analysis in terms of the authors' purposes or viewpoints.

For standards RI5.5 (informational) and RL8.5 (literary), texts of any appropriate genre may be used.

**Table 9: Standards Whose Primary Focus Analysis of Text Structure**

<b>RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
<b>RL.8.5</b>	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

## 7. Analyze supplemental elements

The final category contains standards that call for supplemental elements. Two separate texts are not required, but a second element—visual, oral, multimedia, or quantitative—must be attached to the text to be assessed. Students are therefore not asked for comparison or synthesis of texts, as in the categories of standards discussed earlier, but they are asked to analyze the contribution of the supplemental element or the means of presentation of the element. Guidelines for selection of the element include:

- The additional visual, oral, multimedia, or quantitative element should provide information that is essential for understanding the text.
- The additional element should rise organically from the ideas in the text and not be “added on” simply for the purposes of testing (e.g., a chart of general statistics about which nations have won the most gold medals should not be artificially attached to an account of an Olympic hockey game).

For standards RL.3.7 and RI.3.7, one or more illustrations are required.

For standards RI.4.7 and RI.5.7, supplemental information presented visually, orally, or quantitatively is required.

**Table 10: Standards Whose Primary Focus Is Analysis of Supplemental Elements**

<b>RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>RI.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
<b>RI.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

### Using Texts to Assess More Than One Purpose

The preceding discussion of purposes for paired or multiple texts shows that for many of the Common Core Standards the requirements for text selection can be specific and stringent. Consequently, when selecting paired or multiple texts, it is important first to determine which category of standards the texts

will be measuring and then to determine which other standards in that grade level need to be measured with the same texts. There may be instances when the requirements for one standard preclude or challenge the requirements for another. For example, in grades 9-10, paired informational texts that will be assessing RI.9-10.9 (“Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's ‘Letter from Birmingham Jail,’ including how they address related themes and concepts”) may not be useful for also assessing RI.9-10.8 (“Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). In general, taking care to understand the focus of the standards during the text selection process will make item development go more smoothly and will result in higher quality items.

### **E. Meeting the Demands of Bias and Sensitivity Guidelines:**

Passage finders should become familiar with the bias and sensitivity guidelines for PARCC and use these guidelines to help determine which texts are viable for use on PARCC summative assessments.

PUT IN LINK TO BIAS AND SENSITIVITY GUIDELINES

Literary Complexity Analysis Worksheet			
Stimulus Title		Stimulus Author	
Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band.			
Lexile			
Source Rater			
Reading Maturity Metric			

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.05-2.48	3.53-6.13
4-5	740-1010	0.84-5.75	5.42-7.92
6-8	925-1185	4.11-10.66	7.04-9.57
9-10	1050-1335	9.02-13.93	8.41-10.81
11-CCR	1185-1385	12.30-14.50	9.57-12.00

\*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

**Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade**

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
MEANING	Multiple levels of meaning that may be difficult to identify, separate, and interpret; theme is implicit, subtle, or ambiguous and may be revealed over the entirety of the text		Multiple levels of meaning that are relatively easy to identify; theme is clear but may be conveyed with some subtlety		One level of meaning; theme is obvious and revealed early in the text		
TEXT STRUCTURE	Prose or poetry includes more intricate elements such as subplots, shifts in point-of-view, shifts in time, or non-standard text structures		Prose includes two or more storylines or has a plot that is somewhat difficult to predict (e.g.; in the case of a non-linear plot); poetry has some implicit or unpredictable structural elements		Prose or poetry is organized clearly and/or chronologically; the events in a prose work are easy to predict because the plot is linear; poetry has explicit and predictable structural elements		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and regularly includes archaic, unfamiliar, and academic words; text uses a variety of sentence structures, including complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes academic, archaic, or other words with complex meaning (e.g; figurative language); text uses a variety of sentence structures		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The text explores complex, sophisticated, or abstract themes; text is dependent on allusions to other texts or cultural elements; allusions or references have no context and require inference and evaluation		The text explores several themes; text makes few references or allusions to other texts or cultural elements; the meaning of references or allusions may be partially explained in context		The text explores a single theme; if there are any references or allusions, they are fully explained in the text		
USE OF GRAPHICS (Optional)	When graphics are present, the connection between the text and graphics is subtle and requires interpretation		Graphics support interpretation of selected parts of the corresponding written text; they may introduce some new and relevant information		Graphics support and assist in interpreting text by directly representing important concepts from the corresponding written text		
AUDIO STIMULUS (Optional)	Spoken language is academic, abstract, and/or archaic, and the dialogue establishes meaning that is often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some archaic and academic vocabulary, and the dialogue establishes meaning that is sometimes implicit; the content introduces some ideas not present in the text with which it is paired		Spoken language is simple, conversational, and/or familiar, and the dialogue establishes meaning that is highly explicit, straightforward, and easy to understand; the content bears a clear relationship to content in the text with which it is paired and may even repeat the same language		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential for gaining a deeper understanding of the text with which it is paired; it may provide additional information not otherwise conveyed in the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand but not entirely predictable		The visual presentation is easy to understand; it engages the reader more than it enhances understanding of the text with which it is paired		

Final Placement Recommendation	Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level		
Complexity Level		

Informational Complexity Analysis Worksheet			
Stimulus Title		Stimulus Author	
<b>Quantitative Analysis: Computer-based quantitative tools used to analyze text complexity and recommend placement of a text within a grade band</b>			
Lexile			
Source Rater			
Reading Maturity Metric			

CCSS Grade Bands	Text-Analysis Tools		
	Lexile	SR	RMM
2-3	420-820	0.05-2.48	3.53-6.13
4-5	740-1010	0.84-5.75	5.42-7.92
6-8	925-1185	4.11-10.66	7.04-9.57
9-10	1050-1335	9.02-13.93	8.41-10.81
11-CCR	1185-1385	12.30-14.50	9.57-12.00

\*Texts such as poetry, drama, transcripts, and those depicting step-by-step processes will be assigned a grade level based on a qualitative evaluation

**Qualitative Analysis: rubric to analyze text complexity and place a text within a specific grade**

Criteria	Very Complex	Mark (if present)	Moderately Complex	Mark (if present)	Readily Accessible	Mark (if present)	NOTES
PURPOSE	The text contains multiple purposes, and the primary purpose is subtle, intricate, and/or abstract		The primary purpose of the text is not stated explicitly but is easy to infer based upon context or source; the text may include multiple perspectives		The primary purpose of the text is clear, concrete, narrowly focused, and explicitly stated; the text has a singular perspective		
TEXT STRUCTURE	Connections among an expanded range of ideas, processes, or events are often implicit, subtle, or ambiguous; organization exhibits some discipline-specific traits; any text features are essential to comprehension of content		Connections between some ideas, processes, or events are implicit or subtle; organization is generally evident and sequential; any text features help facilitate comprehension of content		Connections between ideas, processes, and events are explicit and clear; organization is chronological, sequential, or easy to predict because it is linear; any text features help readers navigate content but are not essential to understanding content		
LANGUAGE FEATURES	Language is generally complex, with abstract, ironic, and/or figurative language, and archaic and academic vocabulary and domain-specific words that are not otherwise defined; text uses many complex sentences with subordinate phrases and clauses		Language is often explicit and literal but includes some academic, archaic, or other words with complex meaning; text uses some complex sentences with subordinate phrases or clauses		Language is explicit and literal, with mostly contemporary and familiar vocabulary; text uses mostly simple sentences		
KNOWLEDGE DEMANDS	The subject matter of the text relies on specialized, discipline-specific knowledge; the text makes many references or allusions to other texts or outside areas; allusions or references have no context and require inference		The subject matter of the text involves some discipline-specific knowledge; the text makes some references or allusions to other texts or outside ideas; the meaning of references or allusions may be partially explained in context		The subject matter of the text relies on little or no discipline-specific knowledge; if there are any references or allusions, they are fully explained in the text		
USE of GRAPHICS (Optional)	Graphics are essential to understanding the text; they may clarify or expand information in the text and may require close reading and thoughtful analysis in relation to the text		Graphics are mainly supplementary to understanding the text; they generally contain or reinforce information found in the text		Graphics are simple and may be unnecessary to understanding the text		
AUDIO STIMULUS (Optional)	Spoken language is highly academic and technical, and the points made are often implicit; the content seldom overlaps with the content in the text with which it is paired, and the relationship between the two texts is subtle and intricate		Spoken language includes some academic vocabulary and/or some technical language, and the points made are sometimes implicit; the content introduces some ideas or points not present in the text with which it is paired		Spoken language is non-technical, and the points made are highly explicit and coherent; the content bears a clear relationship to the text with which it is paired and may even repeat the same points		
VISUAL/VIDEO STIMULUS (Optional)	The visual presentation is essential to understanding the text with which it is paired; it may clarify or expand information in the text and requires close reading or thoughtful analysis in relation to the text		The visual presentation is mainly supplemental to understanding the text with which it is paired; it is fairly easy to understand and generally reinforces information found in the text		The visual presentation is simple and only slightly reinforces understanding of the text with which it is paired; it is easy to understand and engages the reader more than it provides information		

Final Placement Recommendation	Briefly explain recommended placement based on your consideration of the Quantitative and Qualitative results recorded above.	Notes
Grade Level		
Complexity Level		