

ELA Task Generation Model for Narrative Type 1PBA

Task Focus: Narrative Story

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

ELA Task Generation Model 3A.1PBA

Task Focus: Analysis of the contribution of illustrations

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"> • Measures reading literature sub-claim using standards RL1 and RL7 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2 and 3 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.2PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL2 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RL 2 and 3 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

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ELA Task Generation Model 3A.3PBA

Task Focus: Characterization in a story

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"> • Measures reading literature sub-claim using standards RL1 and RL3 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2, 3 and 7 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

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ELA Task Generation Model 3A.4PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RL 2, 3 and 7 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

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ELA Research Task Generation Model 3B1PBA

Task Focus: Analyzing the relationship between a series of concepts

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	<ul style="list-style-type: none"> • Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RI 2, 3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions <p>Session 2:</p> <ul style="list-style-type: none"> • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR 	

¹ 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 3B2PBA

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	<ul style="list-style-type: none"> • Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RI 2, 3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions <p>Session 2:</p> <ul style="list-style-type: none"> • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR 	

¹ 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.1PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL5 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2 and 3 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.2PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL2 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.3PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL3 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items 8 points) measuring standards RL 2, 3 and 5 • 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.4PBA

Task Focus: Authors' study

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 Analytic PCR	<ul style="list-style-type: none"> • Measures reading literature sub-claim using standards RL1 and RL9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

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ELA Task Generation Model 4A.5PBA

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

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"> • Measures reading literature sub-claim using standards RL1 and RL7 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items 8 points) measuring standards RL 2, 3 and 7 • 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

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ELA Research Task Generation Model 4B1PBA

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	<ul style="list-style-type: none"> • Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 2,3,5, 6 and 8 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	10	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions <p>Session 2:</p> <ul style="list-style-type: none"> • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR 	

¹ 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 4B2PBA

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	<ul style="list-style-type: none"> • Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items(12 points) measuring standards RI 2,3,5, 6 and 8 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	10	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions <p>Session 2:</p> <ul style="list-style-type: none"> • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR 	

¹ 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.1PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL6 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.2PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL2 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.3PBA

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

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"> • Measures reading literature sub-claim using standards RL1 and RL3. • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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.4PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

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ELA Task Generation Model 5A.5PBA

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"> • Measures reading literature sub-claim using standards RL1 and RL7 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 7 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	7	
Order of Student Actions:	<ul style="list-style-type: none"> • Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR 	

¹ 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 5B1PBA

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	<ul style="list-style-type: none"> • Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 2,3,5, 6 and 8 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	10	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions <p>Session 2:</p> <ul style="list-style-type: none"> • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR 	

¹ 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 5B2PBA

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	<ul style="list-style-type: none"> • Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	<ul style="list-style-type: none"> • 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 2,3,5, 6 and 8 	<ul style="list-style-type: none"> • Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined ¹	
Total # of Items for the Task Model:	10	
Order of Student Actions:	<p>Session 1:</p> <ul style="list-style-type: none"> • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions <p>Session 2:</p> <ul style="list-style-type: none"> • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR 	

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