

Grade 3 Common Form Specifications (PBA and MY)<sup>1</sup>: Operational<sup>2</sup> (Total Reading Pts. = 40; Total Writing Pts. = 36; Total CCR Pts. = 76) **DRAFT**

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS	Task Models Applicable: Standards measured	Task Models to be Developed (# of each TBD)	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
<b>A</b> Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text  *See table for word count guidelines	Reading Literature	4 (8)	1	3	3A1: Analysis of the contribution of illustrations. RL 1, 2, 3, 7 3A2: Central idea/lesson of literature from diverse cultures. RL 1, 2, 3 3A3: Characterization in a story. RL 1, 2, 3, 7 3A4: Author’s study including analysis of illustration. RL 1, 2, 3, 7, 9	3A1 3A2 3A3 3A4	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		9	W 1 and/or W 2 W 4, 5, 6, 7, 8, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>B</b> Research Simulation Task—for a given form, choose only one task model	2 *1 short text *1 extended text  *See table for word count guidelines	Reading Information	4 (8)	1	3	3B1: Analyzing the relationship between a series of concepts. RI 1, 2, 3, 9 3B2: Analyzing the role of illustrations. RI 1, 2, 5, 7, 8, 9 <b>3B3: Comparing and contrasting important points/key details. RI 1, 2, 8, 9</b>	3B1 3B2 3B3	
		Reading Vocabulary	2 (4)		0	RI 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		9	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 10		

<sup>1</sup> NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

<sup>2</sup> NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>C</b> Narrative Writing Task—for a given form, choose only one task model	1 * short text  *See table for word count guidelines	Reading (major claim)	5 (10)	1	0	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description ( <b>MY only</b> ): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		9	W 3 and/or W 2 focus W 4, 5, 6, 7, 8, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>Totals</b>	5	NA	17 (34) Reading	3	6 Reading 36 Writing	NA	9 Task Models	

### Word Count Guidelines<sup>1</sup>

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

**Table 1. Minimum/Maximum Passage Lengths by Grade Band**

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

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range<sup>2</sup> listed for the grade band than to the beginning of the range<sup>3</sup> for that grade band.

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

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

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

**Grade 3 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 24) DRAFT**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *3 + TECR items
	1 short/medium text 200-400 words	Literary	RL 2, 3, 5, 7 (any combination)  RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature  Reading/Reading Vocabulary	4 (8)  1 (2)
	1 medium/long text 400-800 words	Informational	RI 2, 3, 5, 7, 8 (any combination)  RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Information  Reading/Reading Vocabulary	6 (12)  1(2)
<b>Totals</b>			NA	NA	12 (24)

**Grade 4 Common Form Specifications (PBA and MY)<sup>3</sup>: Operational<sup>4</sup> (Total Reading Pts. = 46; Total Writing Pts. = 36; Total CCR Pts. = 82) DRAFT**

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs	Task Models Applicable: Standards measured	Task Models to be Developed (# TBD)	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
<b>A</b> Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text  *See table for word count guidelines	Reading Literature	4 (8)	1	3	4A1: Analysis of structural elements. RL 1, 2, 3, 5 4A2: Central idea/lesson. RL 1, 2, 3, 5 4A3: Character(s), setting(s), or event(s) RL 1, 2, 3, 5 4A4: Author’s study. RL 1, 2, 3, 5, 9 4A5: Connecting a text and a companion visual or oral presentation of that text RL 1, 2, 3, 7	4A1 4A2 4A3 4A4 4A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		9	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>B</b> Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text  *See table for word count guidelines	Reading Information	6 (12)	1	3	4B1: Analyzing the relationship between a series of concepts. RI 1, 2, 3, 5, 6, 8, 9 4B2: Analyzing the role of illustrations. RI 1, 2, 3, 5, 6, 7, 8, 9 <b>4B3: Analyzing first and second hand accounts. RI 1, 2, 3, 5, 6, 9</b> <b>4B4: Analyzing authors’ use of evidence. RI 1, 2, 3, 5, 8</b>	4B1 4B2 4B3 4B4	
		Reading Vocabulary	3 (6)		0	RI 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		9	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		

<sup>3</sup> NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

<sup>4</sup> NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

<b>C</b> Narrative Writing Task—for a given form, choose only one task model	1 * short text  *See table for word count guidelines	Reading (major claim)	5 (10)	1	0	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description ( <b>MY only</b> ): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		9	W 3 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>Totals</b>	6	NA	20 (40) Reading	3	6 Reading 36 Writing	NA	11 Task Models	

### Word Count Guidelines<sup>1</sup>

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

**Table 1. Minimum/Maximum Passage Lengths by Grade Band**

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

It should be noted too that for the Mid-Year Assessment and Performance-Based Assessments, the text selected for the first session of the Research Simulation Task and one of the literary texts selected for the Literary Analysis Task should be closer to the end of the word count range<sup>2</sup> listed for the grade band than to the beginning of the range<sup>3</sup> for that grade band.

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

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

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

**Grade 4 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 24) DRAFT**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *3+ TECR items
	1 short/medium text 200-400 words	Literary	RL 2, 3, 5, 6 (any combination)  RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature  Reading/Reading Vocabulary	4 (8)  1 (2)
	1 medium/long length text 400-800 words	Informational	RI 2, 3, 5, 6, 8, 9 (any combination)  RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Information  Reading/Reading Vocabulary	6 (12)  1 (2)
<b>Totals</b>			NA	NA	12 (24)

Grade 5 Common Form Specifications (PBA and MY)<sup>5</sup>: Operational<sup>6</sup> (Total Reading Pts. = 46; Total Writing Pts. = 36; Total CCR Pts. = 82) **DRAFT**

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs	Task Models Applicable: Standards measured	Task Models to be Developed (# TBD)	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
<b>A</b> Literature Analysis Task—for a given form, choose only one task model	2  *1 short text *1 extended text  *See table for word count guidelines	Reading Literature	4 (8)	1	3	5A1: Influence of narrator’s or speaker’s point of view. RL 1, 2, 3, 5, 6 5A2: Central idea/lesson of literature. RL 1, 2, 3, 5 5A3: Comparison of character(s), setting(s), or event(s). RL 1, 2, 3, 5 5A4: Comparing themes and topics. RL 1, 2, 3, 5, 9 5A5: Analysis of visual and multimedia elements RL 1, 2, 3, 7	5A1 5A2 5A3 5A4 5A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		9	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>B</b> Research Simulation Task—for a given form, choose only one task model	3  *2 short text *1 extended text  *See table for word count guidelines	Reading Information	6 (12)	1	3	5B1: Analyzing the relationship between a series of concepts. RI 1, 2, 3, 5, 6, 8, 9 5B2: Analyzing the role of illustrations. RI 1, 2, 3, 5, 6, 7, 8, 9 5B3: Analyzing multiple accounts. RI 1, 2, 3, 5, 6, 7, 8, 9 5B4: Analyzing author’s use of evidence. RI 1, 2, 3, 5, 8	5B1 5B2 5B3 5B4	
		Reading Vocabulary	3 (6)		0	RI 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		9	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		

<sup>5</sup> NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

<sup>6</sup> NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

<b>C</b> Narrative Writing Task—for a given form, choose only one task model	1  * short text  *See table for word count guidelines	Reading (major claim)	5 (10)	1	0	5C1: Narrative Story: Any combination of RL standards 1, 2, 3, 4, 5, 7, 9 5C2: Narrative description ( <b>MY only</b> ): Any combination of RI standards 1, 2, 3, 4, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		9	W 3 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
<b>Totals</b>	6	NA	20 (40) Reading	3	6 Reading 36 Writing	NA	11 Task Models	

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<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 word count range<sup>2</sup> listed for the grade band than to the beginning of the range<sup>3</sup> for that grade band.

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

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

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



Grade 5 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 24) **DRAFT**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *3 + TECR items
	1 short/medium text 200-400 words	Literary	RL 2, 3, 5, 6 (any combination)  RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature  Reading/Reading Vocabulary	4 (8)  1 (2)
	1 medium/long length text 400-800 words	Informational	RI 2, 3, 5, 6, 8, 9 (any combination)  RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Information  Reading/Reading Vocabulary	6(12)  1 (2)
<b>Totals</b>			NA	NA	12 (24)