

Grade 9 Common Form Specifications (PBA and MY)¹: Operational² (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93) 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 items/points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4 (8)	1	4	9A1: Analysis of non-U.S. literature. RL 1, 2, 3, 5, 6 9A2: Text structure/manipulation of time RL 1, 2, 3, 5 9A3: Complex characterization. RL 1, 2, 3, 5 9A4: Analysis of how author draws on or transforms source material. RL 1, 2, 3, 5, 9 9A5: Analysis of a subject or scene RL 1, 2, 3, 7	9A1 9A2 9A3 9A4 9A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	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 Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6 (12)	1	4	9B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 9B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 9B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 9B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 9B5: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 9B6: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 9B7: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 9B8: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 9B9: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 9B10: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 9B11: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 9B12: Analysis of primary and secondary sources. RH 1, 2, 3, 5, 6, 9	9B1 9B2 9B3 9B4 9B5 9B6 9B7 9B8 9B9 9B10 9B11 9B12	

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

² 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.

					9B13: Comparison of ideas gained from various sources. RST 1, 2, 3, 5, 6, 9	9B13	
		Reading Vocabulary	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	
		Writing Written Expression	0		12	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	
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5 (10)	1	0	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description (MY only): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2
		Reading Vocabulary	0		0	NA	
		Writing Written Expression	0		12	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	
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	20 Task Models

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 9 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 44) DRAFT

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *6+ TECR items
	1 short/medium text 500-800 words	Literary	RL 2, 3, 5, 6 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
	2 paired texts ³ 800-1500 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination)	Reading/Major Claim	5 (10)
			RI 2, 3, 5, 6, 8, 9 (any combination) RL/RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 500-800 words	Informational 1 that is History/SS (RH focused) or Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 8 and RI or RST 6 (any combination)	Reading/Reading Information	4 (8)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1(2)	
1 medium/long length text 800-1,500 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination)	Reading/Reading Information	5 (10)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals			NA	NA	22 (44)

³ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

Grade 10 Common Form Specifications (PBA and MY)⁴: Operational⁵ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93) 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 items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4 (8)	1	4	10A1: Impact of word choice. RL 1, 2, 3, 4, 5 10A2: Structural analysis. RL 1, 2, 3, 5 10A3: Complex characterization. RL 1, 2, 3, 5 10A4: Analysis of how author draws on or transforms source material. RL 1, 2, 3, 5, 9 10A5: Analysis of a subject or scene RL 1, 2, 3, 7	10A1 10A2 10A3 10A4 10A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	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 Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6 (12)	1	4	10B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 10B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 10B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 10B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 10B5: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 10B6: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 10B7: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 10B8: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 10B9: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 10B10: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 10B11: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 10B12: Analysis of primary and secondary sources. RH 1, 2, 3, 5, 6, 9 10B13: Comparison of information gained from various sources. RST 1, 2, 3, 5, 6, 9	10B1 10B2 10B3 10B4 10B5 10B6 10B7 10B8 10B9 10B10 10B11 10B12 10B13	

⁴ NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

⁵ 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.

		Reading Vocabulary	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5 (10)	1	0	10C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 10C2: Narrative description (MY only): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	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		
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	20 Task Models	

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 10 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 44) DRAFT

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *6+ TECR items
	1 short/medium text 500-800 words	Literary	RL 2, 3, 5, 6 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
	2 paired texts ⁶ 800-1500 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination)	Reading/Major Claim	5 (10)
			RI 2, 3, 5, 6, 8, 9 (any combination) RL/RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 500-800 words	Informational 1 that is History/SS (RH focused)or 1 that is Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 8 and RI or RST 6 (any combination)	Reading/Reading Information	4 (8)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
1 medium/long length text 800-1,500 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination)	Reading/Reading Information	5 (10)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals			NA	NA	22 (44)

⁶ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

Grade 11 Common Form Specifications (PBA and MY)⁷: Operational⁸ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93) **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 items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	11A1: Text structure. RL 1, 2, 3, 5 11A2: Analysis of two or more themes/central ideas. RL 1, 2, 3, 5 11A3: Analysis of story elements/structure. RL 1, 2, 3, 5 11A4: Expression of knowledge of eighteenth, nineteenth and early-twentieth century treatment of similar themes and topics. RL 1, 2, 3, 5, 9	11A1 11A2 11A3 11A4	
		Reading Vocabulary	2(4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	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 Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	11B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 11B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 11B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 11B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 11B5: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 11B6: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 11B7: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 11B8: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 11B9: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 11B10: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 11B11: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 11B12: Synthesis of information from a range of sources. RST 1, 2, 3, 5, 6, 9	11B1 11B2 11B3 11B4 11B5 11B6 11B7 11B8 11B9 11B10 11B11 11B12	
		Reading	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)		

⁷ NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

⁸ 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.

		Vocabulary						
		Writing Written Expression	0		12	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		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	0	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description (MY only): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	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		
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	18 Task Models	

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 11 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 44) DRAFT

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *6+ TECR items
	1 short/medium text 500-800 words	Literary	RL 2, 3, 5, 6 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
	2 paired texts ⁹ 800-1500 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination)	Reading/Major Claim	5 (10)
			RI 2, 3, 5, 6, 8, 9 (any combination) RL/RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 500-800 words	Informational 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 8 and RI or RST 6 (any combination)	Reading/Reading Information	4 (8)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
1 medium/long length text 800-1,500 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination)	Reading/Reading Information	5 (10)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals			NA	NA	22 (44)

⁹ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

