Item Guidelines for ELA/Literacy PARCC Summative Assessment

1.0 Background & General Principles for Evidence-Centered Design (ECD)

1.1 Background

In the ECD framework, assessment is considered a process of reasoning from imperfect evidence, and as such, is a part of a practical argument using *claims* and *evidence* to support the inferences we are making about student proficiency. In other words, an argument is made from what we observe students say, do, or produce (the evidence) in a few particular circumstances (the tasks or items) to support our inferences (or claims) about what they know, can do, or have accomplished more generally. Using ECD for design and development helps one clearly articulate assessment arguments. The ECD process includes identifying potential claims about what constitutes student proficiency; identifying evidence (what students might do or produce that will constitute evidence for the claims), and identifying the kinds of situations – the tasks or items -- that give students the optimal opportunity to produce the desired evidence.

PARCC anticipates that the use of ECD will result in the following benefits:
- The availability of stronger validity arguments for score interpretation and use. The use of ECD during assessment design and development makes explicit the existing rationales and evidence supporting intended score interpretation and use. The gaps in evidence are identified for future research.
- The capture and sharing of the expertise used to construct tasks or items. The use of ECD instantiates the expertise of experienced and knowledgeable assessment design team in design tools including task generation models.

In the long run, the reduction of the cost of constructing tasks or items. The use of ECD produces efficiencies through reusable design tools. The same design tools that make possible the capture and sharing of expertise also make possible more efficient task or item production and purposeful innovation.1.2 The Key Components of Evidence-Centered Design:

1.2.1   ELA/Literacy Assessment Claims

What follows is an outline of a set of assessment claims and reporting categories for the Mid-Year, Performance-Based, and End-of-Year Assessment components based on the critical literacy skills and priorities specified in the CCSS and Model Content Frameworks. The assessment claims call for students to demonstrate their deep understanding of the text under review and perform several tasks to ensure the assessment measures the extent to which students are "on track" for college and career readiness.

Within the PARCC Assessment System, there are three types of claims, and each claim will have its own reporting category that will use an appropriate reporting metric (e.g., performance level descriptor, scale score, raw score):

- **The Master Claim** is the overall performance goal for the PARCC ELA/Literacy Assessment System—students must demonstrate that they are "on track" or college and career ready.

- **Major Claims** are designed to elicit sufficient evidence to yield scale scores for making longitudinal comparisons.

- **Sub Claims** are designed to elicit additional data in support of the Major Claims while providing data that must help educators to focus instruction on key priorities.

A. Master Claim: Students Are "On Track" or College and Career Ready

This Master Claim reflects the overall goal of the Common Core State Standards and Model Content Frameworks—to prepare students for college and careers, and specifically to ensure students have the literacy skills and understandings required for success in multiple disciplines. The measure of progress towards this essential goal will be reflected by a student's overall performance on the summative components (both the Performance-Based Assessment and End-of-Year Assessment) of the PARCC ELA/Literacy Assessment System.

For the summative assessment, the extent to which students are "on track" for college and careers means measuring the degree to which students are able to (1) undertake close, analytic reading and the comparison and synthesis of ideas that are at the heart of comprehending complex literary works and informational texts and (2) write effectively when using and/or analyzing sources.

This Master Claim will encompass all the information tracked in Major Claims I and II. The data from all questions and tasks on the summative portions of the PARCC assessment will be used to inform the reporting category associated with this claim (the total "ELA/Literacy" score). As a result, this Master Claim will be supported by sufficient evidence to provide a valid and reliable measure—scale score—of a student's annual progress toward college and career ready literacy that may be used to make longitudinal comparisons (for groups of students) and provide reliable evidence to meet the design principles outlined above.

This Master Claim will be supported by Performance Level Descriptors (PLDs), providing a description of a student's overall performance.

B. Major Claim I: Reading Complex Text—*Students read and comprehend a range of sufficiently complex texts independently.*

This claim represents several of the key requirements of the Common Core State Standards for Reading and the Model Content Frameworks. Students must demonstrate their ability to comprehend texts of steadily increasing complexity as they progress through school (Reading Standard 10) as well as the skill with which they are able to draw sufficient evidence from a range of complex texts of different types and from different disciplines to support their analyses and conclusions (Reading Standard 1). In addition, students must demonstrate facility meeting the expectations articulated in Reading Standards 2-9, which ask students to apply Reading Standard 1 to specific tasks like determining the main idea, comparing and contrasting points of view, and parsing the meaning of words and phrases.

The assessment will also measure students' ability to apply vocabulary knowledge to assist them in comprehending what they read. The Standards and Model Content Frameworks focus on several aspects of vocabulary, with a particular focus on academic vocabulary. The PARCC assessment will do the same, and Reading Standard 4 and Language Standards 4-6 will be the basis of tasks and items evaluating this competency.

Major Claim I will measure students' ability to closely analyze a range of sufficiently complex texts, including literature, literary nonfiction, and informational text from several disciplines (e.g., history/social studies, science, and technical subjects). Students will have to show they understand the central ideas and the key supporting details of a text, the meanings of individual words and sentences, the order in which sentences unfold, and the development of ideas over the course of the text. Measuring close, analytic reading will also entail asking students to make observations

about a text and to determine what those observations taken together add up to—from the smallest linguistic matters to larger issues of overall understanding and judgment. Reading complex text also encompasses the ability of students to compare and synthesize ideas. On the assessment, students will also be asked to make connections among ideas and between texts, consider a wide range of textual evidence, and show they are sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

This Major Claim will encompass all the information tracked in the associated Sub Claims for Reading Complex Text. The data from all reading items on the summative portions of the PARCC assessment will be used to inform the reporting category associated with this claim (the total "Reading" score). As a result, this Major Claim will be supported by sufficient evidence to provide a valid and reliable measure – *scale score* – that may be used to make longitudinal comparisons.

This Major Claim will be supported by Performance Level Descriptors (PLDs), providing a description of a student's overall performance.

1. **Sub Claims for Major Claim I: *Reading Literature, Reading Informational Text, and Vocabulary Interpretation and Use***

The Common Core State Standards describe reading instruction as a shared responsibility within the school. The grades K-5 Standards include expectations for literacy applicable to a range of subjects. The grades 6-12 Standards are divided into two sections: Standards for English Language Arts and Literacy Standards for History/Social Studies, Science and Technical Subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development.

Consequently, the PARCC assessments will be a reflection of student achievement in literacy based on comprehending a range of sufficiently complex texts from a variety of genres and disciplines.

a. Sub Claim I.1: Reading Literature—*Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text*.

- Students will be asked to respond to items that will be designed to elicit evidence of close analytic reading of complex grade-level literary text, while additional items will require students to compare and synthesize ideas across multiple texts.

b. Sub Claim I.2: Reading Informational Text—*Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.*

- As with reading literature, students will be asked to respond to items that will be designed to elicit evidence of close analytic reading of complex grade-level informational text, while additional items will require students to compare and synthesize items across multiple texts. The measure of progress towards these goals will be reflected by a student's performance on the summative components of the PARCC ELA/Literacy Assessment System.

c. Sub Claim I.3: Vocabulary Interpretation and Use—*Students use context to determine the meaning of words and phrases.*

- Students will be asked to respond to items that assess students' ability to interpret words and phrases—with particular emphasis on academic vocabulary1—as they are used in a text, including determining their meanings and analyzing how specific word choices shape a text's meaning or tone. Assessment design will focus on student use of context to determine word

and phrase meanings.

C. Major Claim II: Writing—Students write effectively when using and/or analyzing sources.

Major Claim II requires students to read and comprehend a complex text, draw evidence from it in support of logical conclusions, and present a clear and coherent analysis of those conclusions (through explanation or argument) in writing. The ability to write logical arguments based on substantive claims, sound reasoning and relevant evidence is a cornerstone of the Writing Standards, with opinion writing (required in grades 3-5) – a more basic form of argument – extending down into the earliest grades and across the curriculum. In addition to the analytic and explanatory writing expected of students, the Common Core State Standards also reflect the need for students to write narratives to reinforce what students are learning elsewhere about the importance of organization to the nuance of word choice.

The PARCC assessment system will assess all of the Writing Standards, although some are assessed implicitly rather than explicitly. Three writing standards will be assessed directly – Writing Standards 1, 2 and 3 – and will guide item development of prose constructed-response items, such that each of these items purposely measures one or more of these three standards. For grades 4-11, Writing Standard 9 will be measured directly through each prose constructed-response item. Writing Standard 4 will be measured directly by each prose constructed response. The other Writing Standards will be assessed implicitly as they integrate with these direct measures of Writing Standards 1-3 and Writing Standard 9 (grades 4-11). In this way, the assessment will ensure that students have ample opportunity to demonstrate the full range of the Common Core State Standards.

The PARCC assessment system, in keeping with the emphases in the Common Core State Standards, allows for prose constructed responses that elicit student abilities to produce *analytic writing. Analytic writing* places a premium on using evidence while demonstrating logical integration and coherence in order to narrate/describe, inform/explain, convey an opinion, advance an argument or simultaneously meet a combination of these purposes. The PARCC assessments are designed to allow for ample opportunities to measure analytic writing.

The assessment will also ask students to produce clear and coherent writing using technology, reflecting Writing Standards 4 and 6. Writing Standard 10, which requires students to write for a range of discipline-specific tasks, purposes and audiences, is reflected by the requirement that students develop multiple written, constructed-responses (of different lengths and in different timeframes) throughout the PARCC Assessment System. Language Standards 1-3 will work in conjunction with Writing Standard 5 to set out the expectations for grammar, usage, capitalization, punctuation and spelling, including the ability to make effective style choices.

The data for this claim will be solely derived from scoring of several dimensions for each of the prose constructed responses This Major Claim will be supported by sufficient evidence to provide a valid and reliable measure – *scale score* – that may be used to make longitudinal comparisons.

This Major Claim will be supported by Performance Level Descriptors (PLDs), providing a description of a student's overall performance.

- Sub Claims for Major Claim II: *Written Expression and Conventions and Knowledge of Language*

1. Sub Claim II.1: Written Expression—*Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.*

When evaluating student proficiency on the Writing Standards, the focus is on describing the clarity and coherence required when students compose texts, including their ability to support their claims with sufficient evidence when writing analyses of text(s). Most valid measures of written expression require students to compose; therefore no discrete items will allow students to demonstrate

evidence(s) of written expression. Items designed to elicit student responses scored for Written Expression will include the following information in the prompt in order to provide context for a student's performance:

- Purpose for writing using language from Writing Standard 1, 2, and/or 3
- Audience for the written product (when applicable to the task)
- Topic, issue, or idea to be examined
- References to the source text or texts upon which to draw evidence when developing the written response
- Expected form or genre of the written response

2. Sub Claim II.2: Conventions and Knowledge of Language—*Students demonstrate knowledge of conventions and other important elements of language.*

   These are the foundational skills that are requisite to compose text using Standard English. These skills are found in Writing Standard 5 and in Language Standards 1, 2, and 3.

D. **Graphic Representations of Claims and Reporting Categories**
   A graphic depicting the relationships between the Common Core State Standards, observable evidence(s) of student performance, sub claims and reporting categories, major claims and reporting categories, and the overall "On Track" for college- and career-readiness master claim/reporting category is provided below.

ELA/Literacy for Grades 3–11

"On Track" Master Claim/Reporting Category:

Students are "on track" to college and career readiness in ELA/Literacy.

Major Claim: Reading Complex Text

Students read and comprehend a range of sufficiently complex texts independently.

Major Claim: Writing

Students write effectively when using and/or analyzing sources.

SC: Vocab. Interpretation and Use (RL/RI.X.4 and L.X.4-6)

Students use context to determine the meaning of words and phrases.

SC: Reading Literature (RL.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

SC: Reading Informational Text (RI.X.1-10)

Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.

SC:Written Expression (W.X.1-10)

Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

SC: Conventions and Knowledge of Language (L.X.1-3)

Students demonstrate knowledge of coventions and other important elements of language.

SC: Research (data taken from Research Simulation Task)

Students build and present knowledge through integration, comparison, and synthesis of ideas

2.0   Principles for Item Development

The fundamental principle behind item development is a tight alignment with the Standards. Some items and tasks will elicit evidences related to a single Standard, while some will elicit evidences related to several Standards or require cumulative mastery of previous work. As much as possible, items/tasks must visibly align with specific Standards; that is, when possible and appropriate the actual language of the Standards must be used in the items/prompts—particularly with respect to the prompts for prose constructed-responses. Doing so will ensure that the actual Standards' language for each grade will guide the assessment and make the relationship between the Standards and the assessment clear for educators, students, and the public.

In addition to fidelity to the Common Core State Standards, the PARCC ELA/Literacy Assessment aims to reflect the instructional shifts inherent in the CCSS. Specifically, the assessment will embody **three key shifts** at the heart of the ELA/literacy Standards:

- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary
- Building knowledge through content-rich nonfiction and informational texts

Each of the aforementioned shifts has implications for the items/tasks built for the assessment.

2.1 Reading and writing grounded in evidence from text

Beginning with the first Standard in reading, the Common Core State Standards focus on students gaining command of the evidence that supports their analysis of texts. The items developed for the PARCC ELA/Literacy Assessment will therefore emphasize students making explicit the evidence on which they base their understanding. In writing, the Standards place a new level of emphasis on analytic writing that draws evidence from sources (including research).

The demand for students to ground their reading and writing in evidence has the following significant implications:

1. In both the Performance-Based Assessment and the End-of-Year Assessment, items must be designed to provide students opportunities to make explicit the evidence that supports their close analysis of a specific text; they must cultivate students' ability to evaluate and incorporate evidence.
2. In research tasks, there will be space for similar innovative item types that check on students' ability to gather and evaluate evidence from across diverse sources.
3. Even when writing narratives, prompts will be designed to ensure that the text *matters*—in other words, students will not be asked to develop responses to de-contextualized prompts.
All items measuring the major claim for reading will measure reading standard 1.

2.2 Regular practice with complex text and its academic vocabulary

The Common Core State Standards articulate a staircase of text complexity from grades 3–12; accordingly, texts on the assessment each year must align with the relevant text complexity requirements of the Standards. Texts selected for use on the Mid-Year Assessment, Performance-Based Assessment, and End-of-Year Assessment must meet the quantitative and qualitative criteria outlined in Appendix A of the Common Core State Standards, including the results from recent research that has set clear, common definitions for measuring text complexity that are consistent across genres and publishers.

1. Passages must be high quality, worthy of study, and from authentic contexts (i.e., instead of commissioned passages, PARCC intends to use public domain and licensed or permissioned pieces).
2. Students must be given time to read and re-read passages carefully, so items (and tasks) will be constructed to give students time for close analysis and study of text(s).
3. Consistent with the focus of the Standards on mastering academic vocabulary (tier 2)—crucial to gaining access to a range of complex text—most of the vocabulary items on the assessment must focus on academic vocabulary.

2.3 Building knowledge through content-rich nonfiction and informational texts

The Common Core State Standards mark a shift in literacy instruction to emphasize the critical role literacy plays in building knowledge throughout the disciplines in K-12. In grades 3-5, for example this shift requires that fifty (50) percent of instruction consists of literature and fifty (50) percent consists of informational texts (including texts addressing such areas as history, science and the arts).

The priority that students build knowledge from content-rich texts has the following significant implications:

1. The balance of texts on the Performance-Based Assessments and End-of-Year Assessments–cumulatively–will shift by grade band, with more informational texts used as stimuli than literary ones as the grade bands progress.

2. The quality of items/tasks must match the content and rich aspects of the texts being read; the questions must be worth answering and worthy of high quality classroom instruction. Good questions will cultivate student mastery of the specific ideas and illuminating particulars of the text, moving beyond what is directly stated to require students to make nontrivial inferences based on evidence within the text. Sequences of questions must not be random but coherent, reflecting the commitment to unfolding the meaning of complex texts systematically.

3.0 Evidence Statements:

Evidence statements indicate what students must demonstrate in an assessment in support of the claims about the students in that assessment. Evidence statements describe the observable student behavior(s) or work product(s) that support claims about students' mastery of particular standards. In other words, evidence statements describe what one can point to, highlight, or underline in a student work product that substantiates that the standard has been mastered by that student. Evidence statements must be aligned with particular standards.

The claims that have been provided to the Contractor(s) are supported by *evidence statements*. Evidence statements are used:
- to ground measurement of student performance in observable products elicited by high-quality tasks and items;
- to integrate standards in ways that demonstrate rigor, depth and logical cohesion;
- to inform how to distinguish between partial and full expressions of the knowledge and skill(s) embedded in a given standard; and
- to develop a wide variety of useful tools for administrators, curriculum developers, classroom educators, and other interested stakeholders.

For the purposes of PARCC ELA/Literacy products, evidence statements describe what observable performance(s) in a student work product can partially or fully demonstrate the knowledge and skill(s) demanded by a particular academic standard or parts of that standard. All evidence statements are preceded by the following sentence stem: "The student work is characterized by" In other words, evidence statements focus on a student's work—the observable result of a performance. It is critical to note that for the purpose of the PARCC assessments, all evidence statements are aligned, not only to the standards, but also to the claims supported by the assessment. In English Language Arts/Literacy, in most cases the evidence statements provide much greater specificity of the observable student performances than the language of any single standard itself, though the language of the evidence statements will be derived from the language of the standards.

When developing items to measure the major claim for reading of any of the sub claims for reading, the item developer must ensure that the item is aligned carefully to one or more standards and corresponding evidences.

Note: Items for the summative assessment should only be written to match existing evidence statements. PARCC has determined that a few standards are better evaluated in a classroom or using non-summative measures.

3.1 Evidence Tables:

When an item is designed to measure the reading major claim or is designed to measure both the reading major claim and a reading sub claim, the item writer should refer to the appropriate evidence tables. For each grade and for each reading sub-claim, PARCC has developed a unique evidence table. See Appendix A containing the PARCC evidence tables.

Each evidence table contains critical information to help item developers write items to align with claims, standards, and evidence statements.

Below is an example of an evidence table, with annotations to describe each part of the table.

As item writers develop items, they should be able to use and label all items measuring reading claims with the appropriate evidence statement, so that a person reviewing the alignment of the item with the standards and evidence statements can see the clear alignment.

Grade →

Claim →

Grade: 3	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment** **The student's response:**
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text. (1) • Provides explicit references to the text as the basis for the answers. (2)
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between **a series of historical events**, using language that pertains to time, sequence and/or cause/effect. (1) • Provides a description of the relationship **between scientific ideas or concepts,** using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship **between steps in technical procedures in a text,** using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of **text features** to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of **search tools** to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)

Annotation (top right): Each bullet lists an evidence statement that is aligned to the standard next to it and to the claim.

Annotation (left): Standards that may be measured to support the claim

Annotation (right): Each standard may have (1) or more evidences. To refer to the evidences, the following "code" is to be used until metadata and tagging for these charts is completed.

3. RI5.1 =Grade3, Reading Information Standard 5, Evidence (1)

3. RI5.2=Grade 3, Reading Information Standard 5, Evidence (2)

3.2 Evidence Statements measuring the Writing Claims:

PARCC has developed evidence tables for the writing claims. PARCC has also developed a generic writing rubric for each grade (see Appendix B). More information about the use of these rubrics is listed below in the section describing Prose Constructed Response items. The top score points for the dimensions labeled "Written Expression" and/or "Knowledge of Language and Conventions" contain the domain of potential evidence statements for writing for that grade.

4.0 Task Generation Models (TGM)

There are three types of tasks on the Mid-Year Assessment and Performance-Based Assessment:

- **A. Literary Analysis Tasks—**The Literary Analysis Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study, engage with the text by answers a series of questions, and then compose an analytic response to a prompt.
- **B. Research Simulation Task—**The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the career- and college- readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Multi-media, as well as print, texts can serve as the anchor text in RST tasks. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an argumentative or informative/explanatory response to a prompt..
- **C. Narrative Writing Task—**The Narrative Task broadens the way in which students may use this type of writing. Narrative writing can be used to convey experiences or events, real or imaginary. In this task, students may be asked to write a story, detail a scientific process, write a historical account of important figures, or to describe an account of events, scenes or objects, for example. (Consider adding a statement that currently only the narrative story is included on the PBA)

Each TGM may be used to create a variety of tasks (see Appendix C for current TGMs). New TGMs may be proposed by the contractor, but must be reviewed and approved by PARCC.

While the grade-level blueprints look similar from year to year, given the many variables that could be expressed within each completed task generation model, it is likely that the performance-based tasks developed, both from grade to grade and from the Mid-Year to the Performance-Based Assessment components, will vary widely.

To understand and use the task generation models, the contractors will need to finalize all aspects of each individual task generation model. Below are screen shots of an annotated task generation model, to indicate how to read and use the task generation models when developing items.

ELA Research Task Generation Model 11B8 PBA

Task Focus: Analysis of argument

There are three task types, Research, Literary Analysis, and Narrative Writing. The Grade may be any grade 3-11.

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading information sub-claim using standards RST or RI 1, RST 8 and RST 9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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 RST 2, 3, 5, 6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Total # of Items for the Task Model:	10	
Suggested Order of Student Actions: (All Research Simulation Tasks must contain 10 items, including the PCR. The number of items per text or combination of texts may vary.)	• Students read anchor text • Students respond to 1 vocabulary item exclusive to anchor text • Students respond to 1-2 EBSR or TECR items exclusive to anchor text • Students read additional text • Students respond to 1 vocabulary item exclusive to text 2 • Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2 • Students read additional text • Students respond to 1 vocabulary item exclusive to text 3 • Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts • Students respond to 1 PCR item	

Each task generation model is labeled with the type of task (Research Task, Literary Analysis Task, Narrative Writing Task) and the model #. In this case, we see the label says "Research Task" and the model # is 11B8. The model # is coded where the first number represents the grade (in this instance 11th grade), the letter reinforces the type of task (where A=Literary Task, B=Research Task, C=Narrative Writing Task, in this instance Research Task) and the final number represents the version of the task, in this case this is the 8th 11th grade research task model developed.

The number and type of texts tells how many texts are read by the student when the student completes the task. It also tells whether the text is a literary text or an informational text and whether the text is extended (close in word count to the maximum allowed at a given grade). In the MY and PBA, those texts not designated as extended are assumed to be short or medium in length (may fall between the minimum and middle of the range of word counts for a given grade).

ELA Research Task Generation Model 11B8 PBA
Task Focus: Analysis of argument

Task Type	Research	
Grade	11	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading information sub- claim using standards RST or RI 1, RST 8 and RST 9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 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 RST 2, 3, 5, 6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Total # of Items for the Task Model:	10	
Suggested Order of Student Actions: (All Research Simulation Tasks must contain 10 items, including the PCR. The number of items per text or combination of texts may vary.)	• Students read anchor text • Students respond to 1 vocabulary item exclusive to anchor text • Students respond to 1-2 EBSR or TECR items exclusive to anchor text • Students read additional text • Students respond to 1 vocabulary item exclusive to text 2 • Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2 • Students read additional text • Students respond to 1 vocabulary item exclusive to text 3 • Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts • Students respond to 1 PCR item	

The task generation model indicates the number and type of Prose Constructed Response Items and designates for each prose constructed response in a task model the reading standards that are measured by the prose constructed response items. This information is essential for item developers for three reasons: (1) it indicates how many PCR items are to be written; (2) it indicates the writing focal points for the task; (3) the final PCR item sets the task focus (purpose for reading/writing) and thus the scenario for all tasks generated with the task generation model.

The total number of items and the order of student actions for the task generation model are listed.

4.1 Additional Information To Guide Item Development Related to Task Models:

- One guiding principle for assessment design for the PARCC summative assessments is for item and task variety to be included, so that students and their educators are able to demonstrate evidence of mastery of the grade level standards in the myriad of ways possible in authentic contexts.
- To allow for the variety of item and tasks, PARCC has indicated that informational and literary texts may be read sequentially, and to allow for students to compare and synthesize information and ideas across these text types. On the MYA and PBA, this can occur only during the Research Simulation Task wherein the literary texts in question may also be considered history texts that allow for measurement of the History/Social Science Literacy standards.

5.0 Metadata and Tagging of Items (item generation models)

Often research on ECD refers to "task models"—a model designed to develop individual items or tasks. For the PARCC ELA/Literacy Mid-Year and Performance-Based Assessments, there is a distinction between tasks (a collection of items) and items (a question requiring student response). An item generation model is a "task model" designed explicitly to generate an operational item that elicits targeted evidence aligned to one or more Standards. For the PARCC assessments, each item has a specified set of metadata tags that are maintained with the item in the contractor's item banking system. Item development contractors are required to tag each item with specified meta-data tags (to be shared with all new item development contractors upon contract award).

6.0 Forms Specifications (Grade-level blueprints)

PARCC provided a preliminary blueprint in its ITN. In June, 2012, PARCC provided its item contractors with updated blueprints. In June 2012, PARCC also provided the contractors with additional clarifications for test construction (specifically, End of Year Specifications). In September 2012, PARCC worked with the item contractors to refine these blueprints by adding specificity to the documents and by changing the format of the blueprints. These grade-level specifications served as the grade-level blueprints for field testing. The total set of current and updated forms specifications documents can be found in Appendix D. The item contractors will work with PARCC to make periodic updates to the blueprints as needed as a result of the item development process and field testing. Below is an annotated forms specifications document.

Items are to be distributed across the reading claims with 25% of the items being TECRs and 75% of the items being EBSRs.

There are three task types, Research, Literary Analysis, and Narrative Writing. The Grade may be any grade 3-11. Note: Only 2 tasks are shown in this screen shot)

This column contains information related to:
1. Grade; Task Model and task type. (A – Literary Analysis Task Model; B- Research Analysis Task Model; C- Narrative Task Model) For example, "3A1" refers to 3- grade; "A"- task model (Literary Analysis) and "1" refers to the task type.
2. Task Focus: this is the overall focus of the task. For example, in 3A1 the focus of this task is the "analysis of the contribution of illustrations".
3. Standards measured: the reading and writing standards being measured on each task model are listed. For example, in 3A1, "RL 1, 2, 3, 7" is listed. This means Reading Literature standards 1, 2, 3 and 7 are being measured.

This column contains information related to the Standards measured: the reading and writing standards being measured on each task model are listed. For example, "RL 2, 3, 5" is listed. This means Reading Literature standards 2, 3 and 5 are being

Task Type	# of Passages	Claims/Sub-Claims	# 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	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
A Literary 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 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 3B3: Comparing and contrasting important points/key details. RI 1, 2, 8, 9	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		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		

[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.

NOTE: In conjunction with this document, refer to CCSS, task models, evidence tables and generic rubrics for analytic and narrative writing.

Grade 3 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 20) DRAFT

Items are to be distributed across the reading claims with 25% of the items being TECRs and 75% of the items being EBSRs.

# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types # EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
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 short/medium text 200-400 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	4 (8) 1(2)
Totals		NA	NA	10 (20)

The final blueprint (grade-level form specifications document) developed for each component of the assessment (developed by the Contractor(s) in conjunction with PARCC) must include clear designations of each task generation model and each item generation model to be used for the component.). For each grade level, the Mid-Year Assessment and Performance-Based Assessment blueprints are presented in a combined forms specifications document.

7.0 Using Evidence Centered Design (ECD) for the End-of-Year (EOY) Assessment Component

The End-of-Year Assessment component is designed to measure the following sub claims:

- **Reading Literature**: Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.
- **Reading Informational Text**: Students demonstrate comprehension and draw evidence from readings of grade-level, complex informational texts.
- **Vocabulary Interpretation and Use**: Students use context to determine the meaning of words and phrases.

Task generation models will not inform the development of items for this component. The Forms Specifications for each grade level includes the specific number of passages and items to be developed (along with associated claims). Additional specifications required for the development of these EOY items include:

1. Items will use the same metadata and specifications as listed in the section labeled "Item Models and Specifications."

2. In grades 6-11, of the items developed measuring the Sub Claim for Reading Informational Text, roughly thirty-three (33) percent of the items must elicit evidences aligned to the Literacy Standards for history/social studies, thirty-three (33) percent of the items must elicit evidences aligned to the Literacy Standards for science and technical subjects, and thirty-three (33) percent of the items must elicit evidences aligned to the Reading Informational Text Standards. In grades 3-5, such texts must include informational passages from history, science and the arts and align to the Reading Informational Text Standards. The Contractor(s) must note that PARCC intends to develop forms that balance items across the Mid-Year, Performance-Based and End-of-Year Assessment components such that the full range of Literacy Standards are assessed in any given grade each year.
3. On paired items in grades 6-11 that are cross genre, the points are attributed to the Major Claim (Reading) and not to the sub-claims.
4. For paired texts, truncated scenarios should be written that provide the purpose for the pairing. Each text in the pair is preceded by a purpose-setting statement directing students to answer the questions that accompany each passage.
5. Both purpose-setting statements and truncated scenarios should be written when passages are selected and should be available at passage review.
6. Standards that do not appear in the task models for a given grade that appear on the Evidence tables for a claim are measured on the End-of-Year Assessment. Item developers are expected to develop items to allow for the full range of standards and evidences designated on the Evidence tables for all reading claims.
7. Include sequences of questions that are coherent, reflecting the commitment to unfolding the meaning of complex texts systematically.

8.0. Desired Innovations for Items Developed For the PARCC Summative Assessments

8.1 Use of enhanced comprehension reading items to capture evidence of student knowledge and understanding in ways different from many current English Language Arts large-scale assessments

PARCC places a premium on moving beyond typical selected-response items toward a series of well-designed enhanced comprehension items when measuring reading comprehension. These items may be formatted as Evidence-Based Selected Response items or as Technology-Enhanced Constructed Response items. Such items will have the following set of innovations:

1. Grade-appropriate complex reading passages that engage students (See the PARCC Passage Selection Guidelines in Appendix E for clarification).
2. Well-designed questions for each passage that develop coherently
3. For the Evidence-Based Selected Response items, students will be required to cite the evidence that supports a generalization, conclusion, or inference. These items are two-part items (where one part elicits the generalization, conclusion, or inference and the other part evidence). This innovation will allow for better inferences on the relationship between a student's comprehension of a text and the student's ability to do close analytic reading. For the technology-enhanced constructed-response items, students will still cite the evidence that supports their answers, but this citation of evidence may come in the form of highlighting of text, through drag and drop of the text, or through alternate means. PARCC's emphasis on the ability to cite evidence in support of an answer—including through an Evidence-Based Selected-Response or Technology-Enhanced Constructed-Response item—is an expectation that applies across the full continuum of complexity. Another way to understand this innovation is to recognize that all reading comprehension items must allow students to show a demonstration of Reading Standard 1.

Whenever appropriate, items will include actual language of the Standards so that they visibly align.

8.2 Use of technology enhancements to capture evidence of student knowledge and understanding in ways different from many current English Language Arts large-scale assessments that use only paper and pencil testing procedures

Technology-enhanced items developed by the Contractor(s) should allow for students to construct responses that can be machine scored in order to reduce operational costs.

Technology-enhanced items developed by the Contractor(s) should include constructed response tasks that allow for sorting, classifying, categorizing, sequencing and other forms of expressing reading comprehension. In this way, students will have additional ways to cite evidence that parallel classroom instructional techniques teachers use to determine whether students are able to comprehend grade-level, complex text.

Technology-enhanced items should be developed so that they provide the added benefit of greater accessibility for all students, either with or without additional embedded supports.

8.3 Creation of innovative writing items that require students to use and analyze texts

Many writing prompts (an item that has been designed to elicit evidence[s] aligned to multiple Writing Standards) typically used on large-scale assessments have required students to respond to a quote or brief passage disconnected from reading grade-appropriate complex text(s). The Common Core State Standards for ELA/Literacy, particularly Writing Standards 8 and 9, require students to demonstrate their ability to write using and analyzing texts. Consequently, PARCC desires innovative writing prompts that clearly demonstrate that students can use what they have read to compose, whether they are composing narrative or analytic writings.

The complex and innovative items to be developed for these next generation assessments must create opportunities for innovations in scoring. For example, writing prompts to elicit analytic writings may require more sophisticated rubrics than current assessments use. Reading items using design and scoring innovations should be able to allow for partial credit.

8.4 Provide opportunities for students to consider a wide range of textual evidence, permitting them to demonstrate their ability to comprehend and navigate inconsistencies, ambiguities, and poor reasoning in texts

For Grades 9-11 ELA/Literacy assessments, collections of texts will have unique qualities not expected of collections in other grades. These texts will offer a wide range of textual evidence for meaningful analysis while expecting the reader to comprehend and navigate inconsistencies, ambiguities, and/or poor reasoning. Several PARCC tasks will require students to compare and synthesize ideas across texts, which requires increased sophistication when one or more of the texts possess inconsistencies, ambiguities, and/or poor reasoning. For grades 9–11, some consideration must be given to deliberately selecting texts requiring such nuanced reading, particularly when constructing the research simulation task.

- Note: All passages submitted for the Grade 11 Research Simulation task models for literary nonfiction must be foundational U.S. texts. In keeping with the Standard 9 requirement in the task models, even when the text requirements only generally require "literary non-fiction," at least 2 of the 3 texts must be 17-19th century texts; the 3rd may be 20th century. The final PCR must be tied to the 17-19th century texts but may also draw from a 20th century text. See the PARCC Passage Selection Guidelines for more information on what is meant by foundational texts.

9.0 Engaging Scenarios for Tasks (Establishing an authentic purpose for reading and writing)

Each task on the Mid-Year Assessment and Performance-Based Assessment must present an engaging scenario at the beginning of the task that sets a clear and authentic purpose for reading and writing. This scenario expands the "task focus" for a given task model to structure the response to items such that the order of the items and student activities within the task mirror instructional opportunities for literary analysis, research, and/or narrative writing to the largest extent possible. In presenting authentic purposes for reading and writing (scenarios), rather than passage sets, PARCC MYA and PBA tasks will afford students the opportunity to demonstrate application of literacy skills in authentic contexts.   In addition to scenarios that introduce the purpose of the task, individual passages are preceded by a purpose-setting statement directing students to answer the questions that accompany each passage.

- Both purpose-setting statements and scenarios should be written when passages are selected and should be available at passage review.
- A scenario should be written for paired texts and should appear above the first text in the task.
- The scenario should set an authentic purpose for reading the text(s) and may include the titles, topic, or other information that is necessary for students to demonstrate comprehension of the set.
- If there are questions where students must consider both passages, the information should be included in the question stem rather than the PSS.
    For example, "Consider the character Bob in Passage 1 and the character Joe Bob in passage 2. How do their actions differ…."
- Scenarios should be associated with the anchor passage and should state what the main objective is of the set (that will culminate in the final prose constructed response for the task.
- Scenarios for Research: Today you will research [fill in topic]. You will read [fill in type of texts]. Then you will read/view [additional sources]. As you review these sources, you will gather information and answer questions about [topic], so you can write a [fill in genre].
- Scenarios for Literary Analysis (grades 5-11): Today you will analyze [fill in two types of text/title]. As you read these texts, you will gather information and answer questions about [task focus from task model], so you can write a [fill in genre].
- Scenarios for Literary Analysis (grades 3-4): Today, you will read and think about [fill in type of texts/title]. As you read these texts, you will gather information and answer questions about [task focus from task model], so you can write a [fill in genre].
- Scenarios for Narrative Writing –Narrative Story Task Model: Today you will read [fill in the text type/title]. As you read, pay close attention to [fill in general focus of PCRs] as you answer the questions to prepare to write a narrative story.
- Scenarios for Narrative Writing—Narrative Description Task Model: Today you will read [fill in the text type/title]. As you read the text, you will gather information and answer questions about [fill in topic] so you can write a narrative description.
- A class is researching ([fill in the topic]. The goal is to read about {fill in the topic and the reason for studying this topic]. You are assigned to narrate and describe [fill in the specific people, phenomena, events, or procedures for this narrative description task and the connection to the text read].
    Notes:
- When different language than the example language provided would work better, write the better language for the item to be reviewed by educators and reviewers.

For example, for the 7th grade research simulation task items released, the scenario for the full task could have said something like "The life and disappearance of Amelia Earhart has fascinated Americans since Earhart flew her first solo flight. People have researched and investigated what happened when Earhart's plane disappeared. Today, you will read an entry from a website devoted to keeping Americans informed about Earhart's life and history, an article about Earhart's life and disappearance, and watch a video sharing information about Earhart's biographical details. As you read these texts, you will gather information to help you evaluate various claims about what happened during Earhart's life and disappearance. At the end of the task, you will be asked to write an analytical essay.

10.0 Measuring vocabulary

The PARCC ELA/Literacy assessments will focus on measuring Tier II vocabulary (words/phrases)—also referred to as academic vocabulary. In addition, items measuring vocabulary interpretation and use must provide sufficient context for students to determine the meaning of the word (or phrase). In this way, measuring obscure, discrete definitions of words will be avoided. Rather, determining the meaning of an academic word or phrase within the context of a passage is emphasized. Ideally, the targeted word or phrase will be used multiple times throughout the text, providing multiple contexts to which students may refer when determining its meaning. Respondent(s) are encouraged to propose innovative methods for measuring Tier II vocabulary. Innovations could include, but are not limited to, conceptual/complex cloze, selected responses that also require students to show their evidence for how they draw on the context, and sorting words and/or graphically depicting conceptual connections between words. Tier III vocabulary—also referred to as domain-specific vocabulary—may also be assessed, when the meaning of the word(s) can be determined through the context of the informational text.

10.1 Presentation of Vocabulary Words/Phrases:

- Several styles for presenting vocabulary words/phrases are viable. In considering which means is best for presenting the vocabulary words/phrases, item writers should use the means that most efficiently directs students to the word/phrase in the text, while allowing students to see the full relevant context for determining the meaning of the word/phrase.
- The use of qualifiers in vocabulary items should be limited to the part of the item that asks for evidence only. Qualifiers should not be used when directing students to determine the definition of a word or phrase (e.g., One should not see an item written "Which of the phrases from the excerpt **best** helps the reader understand the meaning of "XXX"? However, one could see an item written "Which of the phrases from the text **best** supports the answer to Part A?").
- At G9/10 and G11: RI4.3, RH4.3, and RST4.3 reference "technical meaning of words and phrases in a text" (as opposed to figurative or connotative meanings). Technical words in this context are academic words that take on specific meanings when used in ways that are relevant to a given "technical" subject (i.e. where the line between domain specific and academic words is blurry). For example, the word "evaluate is typically an "academic" word, but in the phrase "evaluate this algebraic function," the word takes on a very technical meaning (i.e. use the algebraic function to solve a problem). Another example would be the word "primary" which is an academic word, but in the phrase "primary source" has a very technical meaning. While few items will likely be written to this particular evidence statement, in a science text or history text or technical text, this might be the most apropos evidence statement.
- When measuring figurative language L4 applies because the claim for vocabulary focuses on using context to determine word and phrase meanings. Typically, L5 will also apply.
- Some vocabulary items, especially those concerning tone and mood, are aligned with language standards as well as with reading standards.
- Items should not use negative distractors.
- Distractors should always be syntactically plausible. This is essential in vocabulary items.
  When writing vocabulary items, the following format is preferred:
- Part A - "What is the meaning of the word XXX as it is used in [paragraph 13, or line, or text]?—Part A wording
- Part B - "Which of the [details, words or information] from the excerpt helps the reader understand the meaning of XXX?" (Unless referencing in this way created a problem for the item. In this case, the item may require the use of a text box approach).

10.2 Culling in a Text Box

- The CCSS call for the close reading of text. For that reason, culling text in a box should rarely be used in PARCC items. An alternative to culling text in a box is to use a means to reference sections of the text (e.g. through a reference to line or paragraph numbers, through reference to section headings, reference to the first and last sentence in a section, through reference to the location of the word/phrase relative to the paragraphs/pagination, etc.). Sample stems may include:
  o The word/phrase, "XX" can be found in paragraph #X. What is the [definition or antonym or synonym or meaning, etc.] for XX?
  o The word/phrase "XX" can be found in the section titled "title of text." What is the [definition or antonym or synonym or meaning, etc.] for XX?
  o The word/phrase "XX" can be found in the article in the paragraph that begins with the sentence, "xxxx" and ends with the sentence, "xxxx" What is the [definition or antonym or synonym or meaning, etc.] for XX?
  o The word/phrase "XX" can be found in the article in the second paragraph on the first page of the article. What is the [definition or antonym or synonym or meaning, etc.] for XX?

10.3 Use of Technology Enhancement

To measure vocabulary using a drag/drop technology use the following format:

- Drag the [details, words or information] from the passage that helps create the meaning of the word [insert word] as it is used in the passage.
- Drag the [details, words or information] from the passage that helps create the tone of the passage.

Notes:

- Give a selection [details, words or information] from which to choose, where not all are correct.
- When different language than the example language provided would work better, write the better language for the item to be reviewed by educators and reviewers.

11.0 Item Models and Specifications

Operational items for the Mid-Year Assessment, Performance-Based Assessment, and End-of-Year Assessment will be developed using one of the following item models:

- **EBSR Reading**—Evidence-Based Selected-Response item designed to measure reading;
- **TECR Reading**—Technology-Enhanced Constructed-Response item designed to measure reading; or
- **PCR**—Prose Constructed-Response item requiring students to produce prose responses designed to measure writing *and* reading (except when producing narratives).

The section below provides specifications for each of the aforementioned models. Both the fixed and variable elements for each model are outlined. Additionally, if a model may not be used to support a given claim about student performance or if its use is prohibited or discouraged on certain assessment components, these limits are noted. The Contractor(s) will be required to use these specifications when developing item generation models and operational items for the PARCC ELA/Literacy assessments.

11.1 Specifications for the Evidence-Based Selected Response (EBSR) Reading Item Model

11.1.1 Fixed Elements

Operational items developed using the EBSR Reading model must possess the following characteristics:

a. Allow machine scoring.
b. All EBSR and TECR items are worth 2 points. Scoring guidelines for EBSR items are outlined in the section labeled "Scoring Guidelines."
c. All EBSR items have two parts that together serve as a single item. Each part consists of a selected response question with a minimum of four choices.
d. In the first part, students select the correct answer among a minimum of four choices. In additional parts, students select among a minimum of four choices to demonstrate the ability to locate and/or connect details/evidence from the text that explains or justifies the answer chosen for the first part of the item.
e. Ensure the quality of distractors reflects current requirements by state assessment programs in PARCC states.
f. Provide ample time for students to read carefully and in some cases to re-read passages to give students the time for the close analysis and study of text(s). Each item should be designed to take the average student at that grade level an average of 2-3 minutes to complete the item.
g. Include sequences of questions that are coherent, reflecting the commitment to unfolding the meaning of complex texts systematically.
h. Whenever appropriate, use the actual language of the Standards in the items so that they visibly align whenever appropriate.

11.1.2 Variable Elements

Operational items developed using the EBSR Reading model may possess the following characteristics:

a. Allow for paper and pencil delivery and technology-based delivery.
b. Allow for paper and pencil response and technology-based response.
c. For those items with one correct response, four answer choices are requisite. For those items with two correct responses (even if the student selects only one), six answer choices are requisite. For those items with three correct response, even if the student selects only one (allowed only in grades 6-11), seven answer choices are requisite.

d. When an item allows for more than one correct choice, each correct choice must be equally defensible.
e. Use multiple correct responses when a standard calls for it and the richness of the text supports it. Typically, if referencing a small portion (e.g., a sentence or a brief paragraph), multiple correct responses will not be applicable.
f. For those EBSR items with multiple correct responses, where students must choose only one of these responses, students should be notified that there are multiple correct responses, but that they are expected to choose only one. When there is more than one correct response, the number of correct choices needs to be boldface as an emphasis word.
- Sample language for this includes:
   "There is more than **one** correct choice listed below."
g. For those EBSR items with multiple correct responses.
- Specify the number of answers students should select for each item unless determining the number of answers is **required** by the standards. RI 8.8 and RI 9.9 are examples of standards that ask students to "select all that apply." Students should not be asked to guess the number of correct responses as a means to impose additional rigor/difficulty.
h. An EBSR item format is preferable, when text selection only allows for 4 to 6 text evidences. If there are more options, the use of a TECR item format should be considered.

Note: While EBSR items may be developed for paper and pencil delivery and response, PARCC intends to administer items (including both delivery and student response) using technology.

11.1.3 Best Practices for Distractors for EBSR items

a. The primary purpose of a distractor is to provide evidence that a student is not able to meet the standard(s) assessed due to student misconceptions.
b. Distractors must be plausible responses to item stems.
c. Items should not use negative distractors.
d. The written style of all distractors in an item should be similar to that of the correct response(s), but need not be "perfectly parallel" in length, grammatical function, or use of punctuation.
e. The content of the distractors, rather than the parallelism of style, is the primary focus for distractor choices.
f. Answer responses (distractors) are not ordered alphabetically by first word or by short to long, etc. They may be ordered in any sequence as in appropriate to the content measured by the specific item.
g. If answer responses are quotations or paraphrased textual evidence, place the answers in the order they appear in the passage.
h. Particular care must be taken for Part B in EBSR items where students are asked to select evidence from the text such that distractor wording to achieve parallelism in style does not overly impose distractor wording.
- In Part B, when writing the distractors for evidences, all of the answer choices must be the same type of citation of evidence (e.g. all quotes or all paraphrases).

- All answer choices for Part B (distractors) must be accurate/relevant/from the passage (whether exact citations or paraphrases). All distractors must originate accurately from the text. In Part A, distractors may be written as plausible misreading of the text.

  Part A and Part B do not require a one to one correspondence for all distractors. If answer responses are quotations from extended passages it is suggested to include the paragraph where the quote was taken.

  For example: "It is hard to fight with one's heart's desire; whatever it wishes to get, it purchases it the cost of soul." (Paragraph 2)

11.1.4. Additional Considerations

a. Items can be written with an inference to be drawn in Part A and a requirement for students to find another example of how that inference applies in a different part of the text for Part B.

Example 1:
- Part A –What character trait does Character reveal when Character does X?
- Part B—Which paragraph from the passage best shows additional evidence of this character trait?

Example 2:
- Part A—What theme is revealed in paragraph X of the passage?
- Part B—Which additional paragraph from the passage best shows this same theme?

Example 3:
- Part A—What is the point of view/perspective in paragraphs X and Y of this passage?
- Part B—Which additional paragraph from the passage best shows this same point of view/perspective (or the opposite point of view/perspective)?

- d. Items can be written asking students to draw a conclusion or make an inference or make a generalization in Part A and in Part B gives a generalization about the kind of evidence that can support the answer to Part A, without providing a quotation or paraphrasing of the specific statements of the text.

Example 1: This example is out of order??
- Part A—What does the author hint to the reader in paragraphs X through X that Character X and Character Y do not yet realize?
- Part B—In paragraphs 17 through 24, the author provides clues to the problem through:
  - (a) Character A's thoughts; (b)Character B's reactions; (c) Character Y's feelings'; (d) Character Z's actions

e. Part B is not always "evidence from the text." Part B can be a second question that requires application of textual evidence.

RL3 Example 1:
- Which of the following happened after the rabbit ran out of the garden? Part B—Which of the character's actions caused the event?

RL 3 Example 2:
- Which of the gardener's actions caused the rabbit to run out of the garden? Example: Part A: What happened before Susie ate plums? Part B: Why did Susie eat the plums?

f. An EBSR can be used to elicit evidence associated with statements "provides an explanation "or "demonstrates" which can allow students to provide a statement if the student selects the statement (i.e. the evidences were written with the idea that selecting a choice is one means of providing a statement). Similarly, if a student has four possible explanations listed, a student could be providing an explanation. This is not as rich as a performance-based constructed response (i.e. it is a lower complexity level item to choose from among explanations than to compose an explanation). To measure these kinds of standards with machine-scored assessments, the explanation choices have to be developed ideas--more than a line or two.

  Note: this is a general approach--individual standards and their evidences must be weighed against an actual item to determine alignment.

11.1.5 Claim Limits

a. This item will be used to elicit evidence(s) supporting the following claim(s):
- Major Claim:
  o Reading Complex Text
  o Sub Claim: Reading Literature
  o Sub Claim: Reading Informational Text
  o Sub Claim: Vocabulary Interpretation and Use

b. This item model may *not* be used to elicit evidence(s) supporting the following claim(s):
- Major Claim: Writing
  o Sub Claim: Written Expression
  o Sub Claim: Conventions and Knowledge of Language

11.1.6. Assessment Component Limits

This item model may be used on all assessment components (Mid-Year Assessment, Performance-Based Assessment, and End-of-Year Assessment).

11.2 Specifications for the Technology-Enhanced Constructed-Response (TECR) Reading Item Model

11.2.1 Fixed Elements

Operational items developed using the TECR Reading model must possess the following characteristics:
a. Allow machine scoring
b. All TECR items are worth 2 points. Scoring guidelines for TECR items are outlined in the section labeled "Scoring Guidelines."
c. Delivered and responded to using technology, allowing for a variety of technology-enhanced student responses, including but not limited to the following:
   - Drag and drop
   - Text flagging
   - Text extraction
   - Other Negotiated Methods
d. Provide ample time for students to read carefully and in some cases to re-read passages to give students the time for the close analysis and study of text(s). Each item should be designed to take the average student at that grade level no more than 2 minutes to complete the item.

11.2.2 Variable Elements

Operational items developed using the TEC Reading model may possess the following characteristics:
a. When a TECR uses an EBSR structure with Part A (measuring one or more of standards 2-9) and Part B (measuring standard 1), use the same scoring rules as applied for EBSR (see Variable elements e and j), even though the TECR may appear in a one-part format. NOTE—a TECR item should not be easily converted to an EBSR item. If so, the EBSR format should be used, with technology-enhancements reserved for items where an EBSR format would limit student construction of meaning or where use of an EBSR format would create a lack of clarity in the item language.. TECR items focused on textual evidence selection should have more text available for selection than is viable using an EBSR format.

11.2.3. Best Practices for Distractors for TECR items

a. The primary purpose of a distractor is to provide evidence that a student is not able to meet the standard(s) assessed due to student misconceptions.
b. Distractors must be plausible responses to item stems.
c. Items should not use negative distractors.
d. The written style of all distractors in an item should be similar to that of the correct response(s), but need not be "perfectly parallel" in length, grammatical function, or use of punctuation.
e. The content of the distractors, rather than the parallelism of style, is the primary focus for distractor choices.
f. Answer responses (distractors) are not ordered alphabetically by first word or by short to long, etc. They may be ordered in any sequence as in appropriate to the content measured by the specific item.
g. If answer responses are quotations or paraphrased textual evidence, place the answers in the order they appear in the passage.

h. If answer responses are quotations from extended passages it is suggested to include the paragraph where the quote was taken.
   For example: "It is hard to fight with one's heart's desire; whatever it wishes to get, it purchases it the cost of soul." (Paragraph 2)

11.2.4. Additional Considerations

a. TECRs often are useful when relationships among two or more ideas must be constructed.

b. TECR items may have two parts (an item stem and a direction line). In drag/drop items, the item stem would be a closed stem. In the case of drag/drop items, the item stem appears first, with the directions following the item stem.

- The direction line is formatted as: Drag X into Y to [item stem]." E.g., Drag each character into the graphic organizer to [item stem].
- NOTE—while there are two parts to the item (item stem and direction line), this does not mean that the item must be written using two sentences. Where applicable, both parts of the item (stem and direction line) can be joined into a single sentence. If, however, joining the two parts into a single sentence would result in an item that is unclear or that would create too heavy a linguistic load, then the item writer should use two or more sentences to craft the item.

c. To measure vocabulary using a drag/drop technology use the following format:

- "Drag the [details, words or information] from the passage into your notes that help create the meaning of the word XXX" as it is used in the passage." "Drag the words/phrases from the passage into your notes that help create the tone of the passage."

Note: Give a selection of [details, words or information] from which to choose, where not all are correct.

d. Use of a slider bar technology allows for students to make connections between language in a text and a concept (three part screen).

e. Graphic organizers should be constructed to visualize relationships indicated (e.g. cause→effect; problem→solution; comparison/contrast (Venn or t chart).

11.2.5 Claim Limits

a. This item will be used to elicit evidence(s) supporting the following claim(s):
- Major Claim: Reading Complex Text
  o Sub Claim: Reading Literature
  o Sub Claim: Reading Informational Text
  o Sub Claim: Vocabulary Interpretation and Use
b. This item model may *not* be used to elicit evidence(s) supporting the following claim(s):
Major Claim: Writing
- Sub Claim: Written Expression
- Sub Claim: Conventions and Knowledge of Language

11.2.6. Assessment Component Limits

The TECR Reading item model may be used to develop operational items for the Mid-Year Assessment, Performance-Based Assessment, and the End-of-Year Assessment.

11.3 Specifications for the Prose Constructed-Response (PCR) Item Model

11.3.1 Fixed Elements

Operational items developed using the PCR item model must possess the following characteristics:
a. Provide ample time for students to read carefully and in some cases to re-read passages to give students time for close analysis and study of text(s)
b. Without exception, visibly align questions/tasks with specific Standards; that is, the actual language of the Standards must be used in the prompts/questions
c. Elicit evidence(s) supporting the Sub Claim for Written Expression and the Sub Claim for Conventions and Knowledge of Language
d. Elicit evidence(s) aligned with *at least* one Reading Standard (even when not scored for a sub claim associated with the Major Claim for Reading Complex Text)
e. Allow students to earn partial credit
f. Establish a means for scoring student performance
g. Establish a clear purpose for writing, modeling language found in the Writing Standards
h. Specify the audience to be addressed
i. State clearly the topic, issue, or idea to be addressed
j. Reference the source text (or texts) serving as the stimulus (or stimuli) for a student response
k. Specify the desired form or genre of the student response

In addition, prose constructed-response items must provide *all* students the opportunity to demonstrate a full range of sophistication and nuance in their responses. In other words, prompts must neither be as easy and bland as to elicit superficial writing, nor so challenging that only a small percentage of students are likely to grapple with the prompt effectively. Rather, prose constructed-response items must be designed to elicit meaningful responses on aspects of a text that may be discussed tangentially or in great detail and elaboration, thereby enabling measurement of the full range of student performance.

11.3.2 Variable Elements

Operational items developed using the PCR item model possess the following characteristics:
a. Allocate 20 minutes of writing time for Grade 3 PCRS and 30-45 minutes of writing time for Grade 4-11 PCRS (Piloting, field testing, and other types of research will inform PARCC's final decision making regarding the duration of writing opportunities.)
b. PCR items should not be written to elicit a single paragraph (e.g. should not say "write a paragraph to explain…"). PCRs are scored for written expression, including a student's ability to generate sufficient ideas to support topic development, and writing only one paragraph would likely unnaturally limit a student's written expression.
c. The format for the Narrative Description PCR task is as follows:
• The item uses an authentic informational text (can be multimedia, text and/or graphic, hyperlink to text/graphic) as a catalyst for the Narrative Description.

- Based on information from the text, the student uses narrative structure to describe a real event (e.g. a narrative account of a historical figure or a narrative description of step-by-step procedure).

11.3.3   Additional Considerations for Narrative Description PCRs (Mid-Year Assessment Only)

a. For narrative description, students should have to draw out explicit details presented in the text and also to draw inferences from the text. The prompt needs to cue this and also that the inferences must derive logically from the text.
b. Narrative description prompts should not focus on creating fanciful ideas, but to develop the ideas based on facts/reasonable judgments one can make from logical inferences.
c. Narrative description prompts should allow students to demonstrate that they can write demonstrating evidences of standard 2 combined with evidences from standard 3.
d. Care should be taken to avoid calling a prompt a narrative description when prompt is calling for a summary or an explanation (i.e. only standard 2 evidences are demonstrated).
e. A clear distinction between a narrative description prompt and one that would be found on the Research Simulation Task is that the prompt calls for evidence of standard 3 (in combination with others) to be demonstrated.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, quotations, or examples appropriate to the audience's knowledge of the topic.
- Organize the narrative to make [task focus from task model].
- Use appropriate narrative techniques to ensure readers understand [task focus from task model]
- Writing will be scored for [fill in] and provide access to rubric

   Notes: Students will have an opportunity to plan their writing and will have the ability to take notes on the text read. The reading questions linked to a task help students gather ideas for the writing required. Students will only have time to produce one draft, but they will be scored based on this constraint.

 f. Narrative description prompts should provide students with specific expectations for their writing by telling students to:
- The form, audience, topic, and purpose for writing.
- Support answer with specific information or details from [text].
- Use precise words and phrases, relevant descriptive details, and sensory language from [fill in the text type/title] to [task focus from task model].
- The details may be explicitly stated in the article or inferred logically from the text.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, quotations, or examples appropriate to the audience's knowledge of the topic.
- Organize the narrative to make [task focus from task model].
- Use appropriate narrative techniques to ensure readers understand [task focus from task model]
- Writing will be scored for [fill in] and provide access to rubric

 g.   Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, quotations, or examples appropriate to the audience's knowledge of the task.

   Sample Narrative Description Prompt:

Students read the interview of Tuskegee Airman Charles McGee:

A class is researching the topic, "How ordinary people respond to extraordinary challenges." The goal is to study ordinary people who have faced and responded to extraordinary challenges. You are assigned to narrate and describe the life of Tuskegee Airman Charles McGee.

Prompt: Read the interview with Charles McGee found in *Aviation History* and write a narrative to share the challenges he faced and his response to those challenges. To create a well-written narrative:

- Use relevant, concrete, and sufficient details from the interview to support your description of Airman McGee's challenges and how he responded to them. The details may be explicitly stated in the interview or logically inferred from the text.
- Organize the narrative to make important connections between McGee's life events and the descriptive details you include.
- Use narrative techniques where appropriate, such as dialogue and pacing, to ensure readers understand how McGee responded to the challenges he faced.

11.3.4 Claim Limits

PARCC intends to use PCR items to elicit evidence(s) supporting the following claim(s):

a. **Major Claim: Writing**
    - Sub Claim: Written Expression
    - Sub Claim: Conventions and Knowledge of Language
b. **Major Claim: Reading Complex Text**
    - Sub Claim: Reading Literature
    - Sub Claim: Reading Informational Text
    - Sub Claim: Vocabulary Interpretation and Use

11.3.5 Assessment Component Limits

This item model may be used to produce operational items for the Mid-Year Assessment and the Performance-Based Assessment. Since the End-of-Year Assessment will be comprised solely of machine-scorable items, the PCR item model may not be used to develop operational items for this assessment component.

11.3.6 Rubrics for Scoring Prose Constructed Response Items

PARCC has developed generic scoring rubrics to score the Prose Constructed Response Items. There is one generic scoring rubric for grade 3, one for grades 4-5, and one for grades 6-11. See Appendix B for the grade-band rubrics.

When item developers create prose constructed response items, they should create them with the understanding that the goal is to score these items with the appropriate grade- band generic scoring rubric. All prose-constructed items must be accompanied with scoring notes that indicate the types of responses, aligned to specific reading standards as demanded by the task model and include examples of supporting evidences. These scoring notes will be brought to item reviews and will be reviewed by committees to help determine that the prompt is aligned, grade-appropriate, clear, and has sufficient information and evidence from the text(s) to answer the prompt. Eventually, all prose constructed response items will have an item specific scoring guide that includes the appropriate grade- band generic scoring rubric, and sample annotated student responses demonstrating each score point on the rubrics and multiple ways to earn that score point. A prose constructed response item, to be considered complete when submitted for review, should contain a set of scoring notes. The purpose of the scoring notes are:

- To indicate clearly potential text-based responses that demonstrate the potential for students to earn the top score point in reading on the appropriate grade level generic rubric
- To indicate clearly the item specific demands for purpose, audience, etc. (i.e. to allow for a valid and reliable measure of the student's ability to demonstrate evidence of meeting Writing standard 4)

12.0 Scoring Guidelines[2]

EBSR—Single Response

Accuracy	Evidence	Scoring guidelines
		1A, 1E
(Fully) correct	(Fully) Correct	2
(Fully) correct	Incorrect	1
Incorrect	(Fully) Correct	0
Incorrect	Incorrect	0

[2] Scoring guidelines for TECRs will be included once final decisions have been made.

EBSR—Multiple Responses

Accuracy	Evidence	Scoring guidelines	
		2+A, 1 E	1A, 2+E
(Fully) correct	(Fully) Correct	2	2
(Fully) correct	Partially correct*	-	1
(Fully) correct	Incorrect	1	1
Partially correct*	(Fully) Correct	1	-
Partially correct*	Partially correct*	-	-
Partially correct*	Incorrect	1	-
Incorrect	(Fully) Correct	0	0
Incorrect	Partially correct*	-	0
Incorrect	Incorrect	0	0

* In the event that a student selects more than the requisite number of responses, correct/incorrect selections will be scored as follows. Partially correct is exactly (n-1), where each correct pick is worth +1 and each incorrect pick is -1