ELA Task Generation Model 6A.1PBA

Task Focus: **Contribution of one section to theme, setting or plot**

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL5 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 6A.2PBA
Task Focus: Central Idea/Lesson of literature

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL2 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 6A.3PBA
Task Focus: Analysis of Plot and Characterization

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL3. • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 6A.4PBA
Task Focus: Comparing themes and topics

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	• Measures reading literature sub-claim using standards RL1 and RL9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 Analytic PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 6A.5PBA

Task Focus: Comparing a print text to a multimedia version of that text

Task Type	Literary Analysis	
Grade	6	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	- Measures reading literature sub-claim using standards RL1 and RL7 - Measures all writing claims
Number and type of EBSR and/or TECR reading items	6 total items = 12 points 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) 4 of 6 items (8 points) measuring standards RL 2,3 and 7	Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	- Students read extended literature text - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students read 1 additional literature texts - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students respond to 1 Analytic PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B1PBA
Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1,RI6 and RI9 • 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 RI 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B10PBA
Task Focus: Relationship of Ideas

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items(12 points) measuring standards RI 2, 3,5,6 and 9	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B11PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH3 and RH9 • 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 RH 2,3,5,6 and 9	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B12PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST3 and RSTS9 • 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 9	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B2PBA

Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH6 and RH9 • 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 RH 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B3PBA

Task Focus: Point of View and Purpose

Task Focus: Point of View and Purpose Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST6 and RST9 • 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 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B4PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 3,5,6,7 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

ELA Research Task Generation Model 6B4PBA

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B5PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH7 and RH9 • 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 RH 3,5,6,7 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B6PBA
Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST7 and RST9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items (6points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RST 3,5,6,7 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B7PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI8 and RI9 • 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 RI 2,3,5,6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B8PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	6	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH8 and RH9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items(6points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RH 2,3,5,6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 6B9PBA
Task Focus: Analysis of Argument

Task Type	Research
Grade	6
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text
Number and type of Prose Constructed Response Items	1 PCR
Number and type of EBSR and/or TECR reading items	
Task Complexity (including text, item, and task complexity)	To be determined[1]
Total # of Items for the Task Model:	10
Order of Student Actions:	

Number and type of Prose Constructed Response Items

1 PCR

- Writing : Measures reading information sub-claim using standards RST1, RST8 and RST9
- 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

Order of Student Actions:

Session 1:
- Students read anchor text
- Students answer 1 vocabulary question
- Students answer 2 EBSR or TECR questions

Session 2:
- Students read additional text (may be multi-media with transcript)
- Students answer 1 vocabulary question
- Students answer 2 EBSR or TECR questions
- Students read additional text (may be multi-media with transcript)
- Students answer 1 vocabulary question
- Students answer 2 EBSR or TECR questions
- Students write a PCR

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 7A.1PBA
Task Focus: Contribution of one section to the theme, setting or plot

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL6 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 7A.2PBA
Task Focus: Central Idea/Lesson of literature

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standardsRL1 and RL2 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 7A.3PBA
Task Focus: Interaction of story elements

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	- Measures reading literature sub-claim using standards RL1 and RL3. - Measures all writing claims
Number and type of EBSR and/or TECR reading items	6 total items = 12 points 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) 4 of 6 items(8 points) measuring standards RL 2,3 and 5	Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	- Students read extended literature text - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students read 1 additional literature texts - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 7A.4PBA
Task Focus: Comparison of techniques in print text and multimedia

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL7. • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items(4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items(8 points) measuring standards RL 2,3 and 7	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 7A.5PBA

Task Focus: Influence of narrator's or speaker's point of view

Task Type	Literary Analysis	
Grade	7	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards 1 and 6 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2, 3 and 6	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B1PBA
Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	- Writing : Measures reading information sub-claim using standards RI1, RI6 and RI9 - 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 RI 2, 3 and 5.	Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: - Students read anchor text - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions Session 2: - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B10PBA
Task Focus: Relationship of Ideas

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items (6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 9	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B11PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH3 and RH9 • 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 RH 2,3,5,6 and 9	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST3 and RST9 • 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 9	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B2PBA

Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH6 and RH9 • 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 RH 2, 3 and 5.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B3PBA

Task Focus: Point of View and Purpose

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST6 and RST9 • 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 and 5.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B4PBA
Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items(6points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 3,5,6,7 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B5PBA
Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH7 and RH9 • 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 RH 3,5,6,7 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B6PBA
Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing: Measures reading information sub-claim using standards RST1, RSST7 and RST9 • 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 3,5,6,7 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B7PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI8 and RI9 • 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 RI 2,3,5,6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B8PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH8 and RH9 • 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 RH 2,3,5,6 and 8	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 7B9PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	7	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST8 and RST9 • 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
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 8A.1PBA

Task Focus: Differences in point of views of characters

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL6 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 8A.2 PBA
Task Focus: Central Idea/Lesson of literature

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	- Measures reading literature sub-claim using standards RLR1 and RL2 - Measures all writing claims
Number and type of EBSR and/or TECR reading items	6 total items = 12 points 2 of 6 items (4 points)to measure the reading sub-claim for vocabulary (one per text) 4 of 6 items (8 points) measuring standards RL 2,3 and 5	Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	- Students read extended literature text - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students read 1 additional literature text - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 8A.3PBA

Task Focus: Effect of dialogue or events

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 PCR	• Measures reading literature sub-claim using standards RL1 and RL3. • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 8A.4PBA

Task Focus: Analysis of themes, patterns of events or character types

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	• Measures reading literature sub-claim using standards RL1 and RL9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 6 total items = 12 points • 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) • 4 of 6 items (8 points) measuring standards RL 2,3 and 5	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	• Students read extended literature text • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students read 1 additional literature texts • Students respond to 1 item to measure the reading sub-claim for vocabulary • Students respond to 2 EBSR or TECR items • Students respond to 1 Analytic PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Task Generation Model 8A.5PBA

Task Focus: Analysis of a filmed production

Task Type	Literary Analysis	
Grade	8	
Number and type of Texts	1 Extended Literature Text 1 Additional Literature Text	
Number and type of Prose Constructed Response Items	1 Analytic PCR	- Measures reading literature sub-claim using standards RL1 and RL7 - Measures all writing claims
Number and type of EBSR and/or TECR reading items	6 total items = 12 points 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text) 4 of 6 items (8 points) measuring standards RL 2,3 and 7	Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	7	
Order of Student Actions:	- Students read extended literature text - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students read 1 additional literature texts - Students respond to 1 item to measure the reading sub-claim for vocabulary - Students respond to 2 EBSR or TECR items - Students respond to 1 Analytic PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B1PBA

Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	- Writing : Measures reading information sub-claim using standards RI1, RI6 and RI9 - 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 RI 2, 3 and 5.	Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: - Students read anchor text - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions Session 2: - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B10PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI3 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items (12 points) measuring standards RI 2,3,5,6 and 9.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B11PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	- Writing : Measures reading information sub-claim using standards RH1, RH3 and RH9 - 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 RH 2,3,5,6 and 9.	Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	1	
Order of Student Actions:	Session 1: - Students read anchor text - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions Session 2: - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B12PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing Measures reading information sub-claim using standards RST1, RST3 and RST9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items measuring standards RST 2,3,5,6 and 9.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B2PBA
Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing Measures reading information sub-claim using standards RH1, RH6 and RH9 • 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 RH 2, 3 and 5.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B3PBA

Task Focus: Point of View and Purpose

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST6 and RST9 • 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 and 5.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B4PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RI1, RI7 and RI9 • Measures all writing claims
Number and type of EBSR and/or TECR reading items	• 9 total items = 18 points • 3 of 9 items(6 points) to measure the reading sub-claim for vocabulary (one per text) • 6 of 9 items(12 points) measuring standards RI 3,5,6,7 and 8.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B5PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	- Writing : Measures reading information sub-claim using standards RH1, RH7 and RH9 - 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 RH 3,5,6,7 and 8.	Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: - Students read anchor text - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions Session 2: - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B6PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	- Writing : Measures reading information sub-claim using standards RST1, RST7 and RST9 - 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 3,5,6,7 and 8.	Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: - Students read anchor text - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions Session 2: - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students write a PCR	

ELA Research Task Generation Model 8B7PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	- Writing : Measures reading information sub-claim using standards RI1, RI8 and RI9 - 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 RI 2,3,5,6 and 8.	Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: - Students read anchor text - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions Session 2: - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students read additional text (may be multi-media with transcript) - Students answer 1 vocabulary question - Students answer 2 EBSR or TECR questions - Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B8PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	8	
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text	
Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RH1, RH8 and RH9 • 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 RH 2,3,5,6 and 8.	• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim
Task Complexity (including text, item, and task complexity)	To be determined[1]	
Total # of Items for the Task Model:	10	
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR	

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.

ELA Research Task Generation Model 8B9PBA

Task Focus: Analysis of Argument

Task Type	Research
Grade	8
Number and type of Texts	1 Extended Informational Text 2 Additional Informational Text

Number and type of Prose Constructed Response Items	1 PCR	• Writing : Measures reading information sub-claim using standards RST1, RST8 and RST9 • 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

Task Complexity (including text, item, and task complexity)	To be determined[1]
Total # of Items for the Task Model:	10
Order of Student Actions:	Session 1: • Students read anchor text • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions Session 2: • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students read additional text (may be multi-media with transcript) • Students answer 1 vocabulary question • Students answer 2 EBSR or TECR questions • Students write a PCR

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[1] Immediately following contract award, the two contractors and PARCC will determine the methodology to be used to determine text complexity, item complexity, and task complexity. Texts, items, and tasks will be tagged to identify complexity conditions to enable effective forms construction.