ELA Task Generation Model 9A.1PBA
Task Focus: Analysis of non- U.S.Literature

Task Type	Literary Analysis	
Grade	9	
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 9A.2PBA

Task Focus: Text structure/manipulation of time

Task Type	Literary Analysis	
Grade	9	
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 9A.3PBA

Task Focus: Complex characterization

Task Type	Literary Analysis	
Grade	9	
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 9A.4PBA

Task Focus: Analysis of how author draws on or transforms source material

Task Type	Literary Analysis	
Grade	9	
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 9A.5PBA

Task Focus: Analysis of a subject or scene

Task Type	Literary Analysis	
Grade	9	
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 9B1PBA

Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	9	
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 9B10PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	9	
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 9B11PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	9	
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 9B2PBA
Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	9	
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 9B3PBA
Task Focus: Point of View and Purpose

Task Type	Research	
Grade	9	
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 9B4PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	9	
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 9B5PBA
Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	9	
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	

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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 9B6PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	9	
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 9B7PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	9	
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 9B8PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	9	
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 Research Task Generation Model 9B9PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	9	
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	

ELA Task Generation Model 10A.1PBA
Task Focus: Impact of Word Choice

Task Type	Literary Analysis	
Grade	10	
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 RL4 • 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 10A.2PBA
Task Focus: Structural Analysis

Task Type	Literary Analysis	
Grade	10	
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 10A.3PBA

Task Focus: Complex Characterization

Task Type	Literary Analysis	
Grade	10	
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 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 10A.4PBA

Task Focus: Analysis of how author draws on or transforms source material

Task Type	Literary Analysis	
Grade	10	
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 10A.5PBA

Task Focus: Analysis of a subject or scene

Task Type	Literary Analysis	
Grade	10	
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 10B1PBA

Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	10	
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 10B10PBA

Task Focus: Relationship of Ideas

Task Type	Research	
Grade	10	
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 RH2,3,5,6 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 10B11PBA

Task Focus: Relationship of Ideas

Task Type	Research
Grade	10
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 RST2,3,5,6 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 10B2PBA

Task Focus: Focus on Point of View and Purpose

Task Type	Research	
Grade	10	
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 10B3PBA

Task Focus: Point of View and Purpose

Task Type	Research	
Grade	10	
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 10B4PBA
Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	10	
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 RI3,5,6,7 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 10B5PBA

Task Focus: Use of Illustrations and Other Visuals

Task Type	Research	
Grade	10	
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 RST3,5,6,7 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 10B6PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	10	
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 RI2,3,5,6 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 10B7PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	10	
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 RH2,3,5,6 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 10B8PBA

Task Focus: Analysis of Argument

Task Type	Research	
Grade	10	
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 RST2,3,5,6 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 10B9PBA
Task Focus: Relationship of Ideas

Task Type	Research	
Grade	10	
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 Task Generation Model 11A.1PBA

Task Focus: Text structure

Task Type	Literary Analysis	
Grade	11	
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 11A.2PBA
Task Focus: Analysis of two or more themes/central ideas

Task Type	Literary Analysis	
Grade	11	
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	

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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 11A.3PBA
Task Focus: Analysis of story elements/structure

Task Type	Literary Analysis	
Grade	11	
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 11A.4PBA

Task Focus: Expression of knowledge of eighteenth, nineteenth, and

early-twentieth century treatment of similar themes and topics

Task Type	Literary Analysis	
Grade	11	
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 Research Task Generation Model 11B1PBA

Task Focus: Focus on Point of View and Purpose

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	• 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 RI2,3 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 11B10PBA

Task Focus: Relationship of Ideas

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	• 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 RH2,3,5,6 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 11B11PBA

Task Focus: Relationship of Ideas

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	• 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 RST2,3,5,6 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 11B2PBA
Task Focus: Focus on Point of View and Purpose

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	- 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 RH2,3 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	

ELA Research Task Generation Model 11B2PBA

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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 11B3PBA
Task Focus: Point of View and Purpose

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	- 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 RST2,3 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 11B4PBA

Task Focus: Use of Illustrations and Other Visuals

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	• 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 RI3,5,6,7 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 11B5PBA

Task Focus: Use of Illustrations and Other Visuals

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	• 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 RST2,3,5,6 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 11B6PBA

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	• 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 RI2,3,5,6 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 11B7PBA

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	• 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 RH2,3,5,6 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 11B8PBA

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	• 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 RST2,3,5,6 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 11B9PBA

Task Focus: Relationship of Ideas

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	• 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 RI2,3,5,6 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.