

Exhibit 2: Grade 3 Common Form Specifications (PBA and MY)¹: Operational² (Total Reading Pts. = 40; Total Writing Pts. = 36; Total CCR Pts. = 76)

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

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

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

Exhibit 2

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

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 3 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 26) DRAFT

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2, 3, 5, 7 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long text 400-800 words	Informational	RI 2, 3, 5, 7, 8 (any combination) RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	7 (14) 1(2)
Totals			NA	NA	1 (26)

Exhibit 2: Grade 4 Common Form Specifications (PBA and MY)³: Operational⁴ (Total Reading Pts. = 46; Total Writing Pts. = 36; Total CCR Pts. = 82)

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

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

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

Exhibit 2

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

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 4 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 26) DRAFT

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2, 3, 5, 6 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long length text 400-800 words	Informational	RI 2, 3, 5, 6, 8, 9 (any combination) RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	7 (14) 1 (2)
Totals			NA	NA	13 (26)

Exhibit 1: Grade 5 Common Form Specifications (PBA and MY)⁵: Operational⁶ (Total Reading Pts. = 46; Total Writing Pts. = 36; Total CCR Pts. = 82)

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

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

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

Exhibit 2

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

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 5 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 26) **DRAFT**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 200-400 words	Literary	RL 2, 3, 5, 6 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long length text 400-800 words	Informational	RI 2, 3, 5, 6, 8, 9 (any combination) RI 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	7 (14) 1 (2)
Totals			NA	NA	13 (26)

Exhibit 2: Grade 6 Common Form Specifications (PBA and MY)⁷: Operational⁸ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93)

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs	Task Models Applicable: Standards measured	Task Models to be Developed	# of items/points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4 (8)	1	4	6A1: Contribution of one section to theme, setting or plot RL 1, 2, 3, 5, 6 6A2: Central idea/lesson of literature RL 1, 2, 3, 5 6A3: Analysis of plot and characterization. RL 1, 2, 3, 5, 9 6A4: Comparing themes and topics. RL 1, 2, 3, 5, 9 6A5: Comparing a print text to a multimedia version of that text RL 1, 2, 3, 7 6A6: Point of view of narrator or speaker RL 1, 2, 3, 6	6A1 6A2 6A3 6A4 6A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6 (12)	1	4	6B1: Focus on point of view and purpose. RI 1, 2, 3, 5, 6, 9 6B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 6B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 6B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 6B5: Use of illustrations and other visuals. RH 1, 3, 5, 6, 7, 8, 9 6B6: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 6B7: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 6B8: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 6B9: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 6B10: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 6B11: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 6B12: Relationship of ideas. RST 1, 2, 3, 5, 6, 9	6B1 6B2 6B3 6B4 6B5 6B6 6B7 6B8 6B9 6B10 6B11 6B12	

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

⁸ NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

Exhibit 2

						6B13: Analysis of primary and secondary sources RH 1, 2, 3, 5, 6, 9 6B14: Comparison of information gained from various sources RST 1, 2, 3, 5, 6, 9	6B13 6B14	
		Reading Vocabulary	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	0	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description (MY only): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W 3 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	21 Task Models	

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 6 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 44) **DRAFT**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 400-600 words	Literary	RL 2, 3, 5, 6 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	2 paired texts ⁹ 600-1000 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/ Major Claim Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 400-600 words	Informational 1 that is History/SS (RH focused) or Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 6, 8 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 600-1000 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	22 (44)

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

Exhibit 2: Grade 7 Common Form Specifications (PBA and MY)¹⁰: Operational¹¹ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93)

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs	Task Models Applicable: Standards measured	Task Model to be Developed	# of items/points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	7A1: Analyzing point of view. RL 1, 2, 3, 5, 6 (Phase 1 only) 7A2: Central idea/lesson of literature. RL 1, 2, 3, 5 7A3: Interaction of story elements. RL 1, 2, 3, 5 7A4: Comparison of techniques in print text and multimedia. RL 1, 2, 3, 7 7A5: Influence of narrator’s or speaker’s point of view. RL 1, 2, 3, 6 7A6: Effects of structure or form on meaning in poetry or drama. RL 1, 2, 3, 5 7A7: Interaction of story elements. RL 1, 2, 3, 6	7A1 7A2 7A3 7A4 7A5 7A6 7A7	
		Reading Vocabulary	2(4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	7B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 7B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 7B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 7B4: Use of illustrations and other visuals. RI 1,3, 5, 6, 7, 8, 9 7B5: Use of illustrations and other visuals. RH 1, 3, 5, 6, 7, 8, 9 7B6: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 7B7: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 7B8: Analysis of argument. RHI 1, 2, 3, 5, 6, 8, 9 7B9: Analysis of argument. RSTI 1, 2, 3, 5, 6, 8, 9 7B10: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 7B11: Relationship of ideas. RH 1, 2, 3, 5, 6, 9	7B1 7B2 7B3 7B4 7B5 7B6 7B7 7B8 7B9 7B10 7B11	

¹⁰ NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

¹¹ NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

Exhibit 2

						7B12: Relationship of ideas. RSTI 1, 2, 3, 5, 6, 9 7B13: Analysis of primary and secondary sources. RH 1, 2, 3, 5, 6, 9 7B14: Comparison of information gained from various sources. RST 1, 2, 3, 5, 6, 9	7B12 7B13 7B14	
		Reading Vocabulary	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		0	L 1, 2, 3, 6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	3	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description: Any combination of RI standards (MY only) 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W 3 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	22 Task Models	

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types # EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
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G
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7

C
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F
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S
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i

ifications (EOY): Operational (Total Reading and CCR Pts. = 44) **DRAFT**

Exhibit 2

	1 short/medium text 400-600 words	Literary	RL 2, 3, 5, 6 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	2 paired texts ¹² 600-1000 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination) RL and L 4, 5, 6 (any combination)	Reading/Major Claim Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 400-600 words	Informational 1 that is History/SS (RH focused) or Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 6, 8 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1(2)
	1 medium/long length text 600-1000 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	22(44)

¹² Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

Exhibit 2: Grade 8 Common Form Specifications (PBA and MY)¹³: Operational¹⁴ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93)

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS	Task Models Applicable: Standards measured	Task Models to be Developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4 (8)	1	4	8A1: Differences in point of view of characters RL 1, 2, 3, 5, 6 8A2: Central idea/lesson of literature RL 1, 2, 3, 5 8A3: Effect of dialogue on events. RL 1, 2, 3, 5 8A4: Analysis of themes, patterns of events or character types RL 1, 2, 3, 5, 9 8A5: Analysis of a filmed production RL 1, 2, 3, 7	8A1 8A2 8A3 8A4 8A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6 (12)	1	4	8B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 8B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 8B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 8B4: Use of illustrations and other visuals. RI1, 3, 5, 6, 7, 8, 9 8B5: Use of illustrations and other visuals. RH 1, 3, 5, 6, 7, 8, 9 8B6: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 8B7: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 8B8: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 8B9: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 8B10: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 8B11: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 8B12: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 8B13: Analysis of primary and secondary sources. RH 1, 2, 3, 5, 6, 9	8B1 8B2 8B3 8B4 8B5 8B6 8B7 8B8 8B9 8B10 8B11 8B12 8B13	

¹³ NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

¹⁴ NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

Exhibit 2

						8B14: Comparison of information gained from various sources. RST 1, 2, 3, 5, 6, 9	8B14	
		Reading Vocabulary	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5 (10)	1	0	C1: Narrative story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description (MY only): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W 3 focus (can be combined with W 2) W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	19 Task Models	

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Grade 8 Common Form Specifications (EOY): Operational (Total Reading and CCR Pts. = 44) **DRAFT**

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 400-600 words	Literary	RL 2, 3, 6 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	2 paired texts ¹⁵ 600-1000 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Major Claim Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 400-600 words	Informational 1 that is History/SS (RH focused) or Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 6, 8 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long length text 600-1000 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	22 (44)

¹⁵ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

Exhibit 2: Grade 9 Common Form Specifications (PBA and MY)¹⁶: Operational¹⁷ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93)

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs	Task Models Applicable: Standards measured	Task Models to be Developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4 (8)	1	4	9A1: Analysis of non-U.S. literature. RL 1, 2, 3, 5, 6 9A2: Text structure/manipulation of time RL 1, 2, 3, 5 9A3: Complex characterization. RL 1, 2, 3, 5 9A4: Analysis of how author draws on or transforms source material. RL 1, 2, 3, 5, 9 9A5: Analysis of a subject or scene RL 1, 2, 3, 7	9A1 9A2 9A3 9A4 9A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6 (12)	1	4	9B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 9B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 9B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 9B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 9B5: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 9B6: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 9B7: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 9B8: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 9B9: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 9B10: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 9B11: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 9B12: Analysis of primary and secondary sources. RH 1, 2, 3, 5, 6, 9	9B1 9B2 9B3 9B4 9B5 9B6 9B7 9B8 9B9 9B10 9B11 9B12	

¹⁶ NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

¹⁷ NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

Exhibit 2

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

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

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

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 500-800 words	Literary	RL 2, 3, 5, 6 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
	2 paired texts ¹⁸ 800-1500 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination)	Reading/Major Claim	5 (10)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 500-800 words	Informational 1 that is History/SS (RH focused) or Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 8 and RI or RST 6 (any combination)	Reading/Reading Information	4 (8)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1(2)	
1 medium/long length text 800-1,500 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination)	Reading/Reading Information	5 (10)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals			NA	NA	22 (44)

¹⁸ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

Exhibit 2: Grade 10 Common Form Specifications (PBA and MY)¹⁹: Operational²⁰ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93)

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRs	Task Models Applicable: Standards measured	Task Models to be developed	# of items/points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4 (8)	1	4	10A1: Impact of word choice. RL 1, 2, 3, 4, 5 10A2: Structural analysis. RL 1, 2, 3, 5 10A3: Complex characterization. RL 1, 2, 3, 5 10A4: Analysis of how author draws on or transforms source material. RL 1, 2, 3, 5, 9 10A5: Analysis of a subject or scene RL 1, 2, 3, 7	10A1 10A2 10A3 10A4 10A5	
		Reading Vocabulary	2 (4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 W 4, 5, 6, 7, 8, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6 (12)	1	4	10B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 10B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 10B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 10B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 10B5: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 10B6: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 10B7: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 10B8: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 10B9: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 10B10: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 10B11: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 10B12: Analysis of primary and secondary sources. RH 1, 2, 3, 5, 6, 9	10B1 10B2 10B3 10B4 10B5 10B6 10B7 10B8 10B9 10B10 10B11 10B12	

¹⁹ NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

²⁰ NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

Exhibit 2

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

Word Count Guidelines¹

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

Table 1. Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

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

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs *18 items are EBSRs
	1 short/medium text 500-800 words	Literary	RL 2, 3, 5, 6 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Literature Reading/Reading Vocabulary	4 (8) 1 (2)
	2 paired texts ²¹ 800-1500 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination) RL 4 and L 4, 5, 6 (any combination)	Reading/Major Claim Reading/Reading Vocabulary	5 (10) 1 (2)
	1 short/medium text 500-800 words	Informational 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 8 and RI or RST 6 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	4 (8) 1 (2)
	1 medium/long length text 800-1,500 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination) RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Information Reading/Reading Vocabulary	5 (10) 1 (2)
Totals			NA	NA	22 (44)

²¹ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.

Exhibit 2: Grade 11 Common Form Specifications (PBA and MY)²²: Operational²³ (Total Reading Pts. = 48; Total Writing Pts. = 45; Total CCR Pts. = 93)

Task Type	# of Passages	Claims/Sub-Claims	Item Types		Maximum # of Points from PCRS	Task Models Applicable: Standards measured	Task Models to be developed	# of items/ points for each level of complexity from EBSR/TECR items
			# of EBSR/TECR items (total points) *in LA Task 2 items are TECRs * in RS Task 2 items are TECRs *in NW Task 1 item is a TECR	# of PCRS				
A Literature Analysis Task—for a given form, choose only one task model	2 *1 short text *1 extended text *See table for word count guidelines	Reading Literature	4(8)	1	4	11A1: Text structure. RL 1, 2, 3, 5 11A2: Analysis of two or more themes/central ideas. RL 1, 2, 3, 5 11A3: Analysis of story elements/structure. RL 1, 2, 3, 5 11A4: Expression of knowledge of eighteenth, nineteenth and early-twentieth century treatment of similar themes and topics. RL 1, 2, 3, 5, 9	11A1 11A2 11A3 11A4	
		Reading Vocabulary	2(4)		0	RL 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
B Research Simulation Task—for a given form, choose only one task model	3 *2 short text *1 extended text *See table for word count guidelines	Reading Information	6(12)	1	4	11B1: Focus on point of view and purpose RI 1, 2, 3, 5, 6, 9 11B2: Focus on point of view and purpose. RH 1, 2, 3, 5, 6, 9 11B3: Focus on point of view and purpose. RST 1, 2, 3, 5, 6, 9 11B4: Use of illustrations and other visuals. RI 1, 3, 5, 6, 7, 8, 9 11B5: Use of illustrations and other visuals. RST 1, 3, 5, 6, 7, 8, 9 11B6: Analysis of argument. RI 1, 2, 3, 5, 6, 8, 9 11B7: Analysis of argument. RH 1, 2, 3, 5, 6, 8, 9 11B8: Analysis of argument. RST 1, 2, 3, 5, 6, 8, 9 11B9: Relationship of ideas. RI 1, 2, 3, 5, 6, 9 11B10: Relationship of ideas. RH 1, 2, 3, 5, 6, 9 11B11: Relationship of ideas. RST 1, 2, 3, 5, 6, 9 11B12: Synthesis of information from a range of sources. RST 1, 2, 3, 5, 6, 9	11B1 11B2 11B3 11B4 11B5 11B6 11B7 11B8 11B9 11B10 11B11 11B12	

²² NOTE—One task per computer-based form on both the MY and PBA assessments will use a digital source as a text stimulus

²³ NOTE—PARCC’s aim is to assess all standards with even distribution while balancing informational and literary text. When putting forms together, the goal is to approximate the balance of informational and literary text as per the CCSSO criteria.

Exhibit 2

		Reading Vocabulary	3 (6)		0	RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)		
		Writing Written Expression	0		12	W 1 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
C Narrative Writing Task—for a given form, choose only one task model	1 * short text *See table for word count guidelines	Reading (major claim)	5(10)	1	0	C1: Narrative Story: Any combination of RL standards 1, 2, 3, 5, 7, 9 C2: Narrative description (MY only): Any combination of RI standards 1, 2, 3, 5, 7, 9	C1 C2	
		Reading Vocabulary	0		0	NA		
		Writing Written Expression	0		12	W 3 and/or W 2 focus W 4, 5, 6, 7, 8, 9, 10		
		Writing Knowledge Language and Conventions	0		3	L 1, 2, 3, 6		
Totals	6	NA	20 (40) Reading	3	8 Reading 45 Writing	NA	18 Task Models	

Word Count Guidelines¹

	# of Texts	Type of Text	Standards to Measure	Claims/Sub-Claims	Item Types
					# EBSR/TECR items (total points) *8 items are TECRs

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

Table 1.

Minimum/Maximum Passage Lengths by Grade Band

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

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

¹ Passage Selection Guidelines for Assessing CCSS ELA

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

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

Exhibit 2

					*18 items are EBSRs
	1 short/medium text 500-800 words	Literary	RL 2, 3, 5, 6 (any combination)	Reading/Reading Literature	4 (8)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
	2 paired texts ²⁴ 800-1500 words	Literary and/or Informational	RL 2, 3, 5, 6, 9 (any combination)	Reading/Major Claim	5 (10)
			RL 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)
1 short/medium text 500-800 words	Informational 1 that is History/SS (RH focused) or 1 that is Science/Technical (RST focused)	RI, RH, RST 2, 3, 5, 8 and RI or RST 6 (any combination)	Reading/Reading Information	4 (8)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
1 medium/long length text 800-1,500 words	1 that is RI, RH or RST focused	RI, RH, RST 2, 3, 5, 6, 8, 9 (any combination)	Reading/Reading Information	5 (10)	
		RI 4, RH 4, RST 4 and L 4, 5, 6 (any combination)	Reading/Reading Vocabulary	1 (2)	
Totals		NA	NA	22 (44)	

²⁴ Note- See Text Selection Guidelines for Assessing CCSS ELA for more information about pairing passages. At each grade level, each student will read one set of paired texts. The pairing may be two literary texts or two informational texts or one literary and one informational text. **Note, points for the paired passage set will be reported at the Reading Major Claim level.** The paired texts together should have a word count similar to that of a medium/long length text.