

# **ELA/L Grades 9-10 Combined Task Models**

Version 6.01

### ELA Task Generation Model 9A1 PBA

#### Task Focus: Analysis of non- U.S. literature

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 6</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Task Generation Model 9A2 PBA**  
**Task Focus: Text structure/manipulation of time**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 5</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Task Generation Model 9A3 PBA**  
**Task Focus: Complex characterization**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 3</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

## ELA Task Generation Model 9A4 PBA

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

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>• Measures reading literature sub-claim using standards RL 1 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 6 total items = 12 points</li> <li>• 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  (All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)	<ul style="list-style-type: none"> <li>• Students read extended literature text</li> <li>• Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>• Students read 1 additional literature text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

**ELA Task Generation Model 9A5 PBA**  
**Task Focus: Analysis of a subject or scene**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	9	
<b>Number and type of Texts<sup>1</sup></b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 7</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

<sup>1</sup> For this task model, three passages—an extended prose text and a paired poem and painting—may be used.

**ELA Research Task Generation Model 9B1 PBA**

**Task Focus: Point of view and purpose**

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RI 1, 6 and 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RI 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B2 PBA

#### Task Focus: Point of view and purpose

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RH or RI 1, RH 6 and RH 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RH 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	



### ELA Research Task Generation Model 9B3 PBA

#### Task Focus: Point of view and purpose

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1, RST 6 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B4 PBA

#### Task Focus: Use of illustrations and other visuals

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RI 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RI 3, 5, 6, 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

**ELA Research Task Generation Model 9B5 PBA**

**Task Focus: Use of illustrations and other visuals**

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1, RST 7 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 3, 5, 6, 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

## ELA Research Task Generation Model 9B6 PBA

### Task Focus: Analysis of argument

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub- claim using standards RI 1, 8 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RI 2, 3, 5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B7 PBA

#### Task Focus: Analysis of argument

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RH or RI 1, RH 8 and RH 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RH 2, 3, 5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B8 PBA

#### Task Focus: Analysis of argument

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1, RST 8 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 2, 3, 5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

## ELA Research Task Generation Model 9B9 PBA

### Task Focus: Relationship of ideas

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RI 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RI 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B10 PBA

#### Task Focus: Relationship of ideas

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RH or RI 1, RH 3</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RH 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	



**ELA Research Task Generation Model 9B11 PBA**  
**Task Focus: Relationship of ideas**

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1 and RST 3</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B12 PBA

#### Task Focus: Analyzing primary and secondary sources

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RH or RI 1 and RH 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RH 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 9B13 PBA

**Task Focus: Comparing and contrasting information gained from various sources**

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RST or RI 1 and RST 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RST 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Task Generation Model 10A1 PBA

#### Task Focus: Impact of word choice

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text  The text(s) serving as the stimulus for the PCR must be from outside the United States that has language that evokes a sense of time and place.	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 4</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  (All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Task Generation Model 10A2 PBA**  
**Task Focus: Structural analysis**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 5</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Task Generation Model 10A3 PBA**  
**Task Focus: Complex characterization**

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 3</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Task Generation Model 10A4 PBA

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

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>• Measures reading literature sub-claim using standards RL 1 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 6 total items = 12 points</li> <li>• 2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>• 4 of 6 items (8 points) measuring standards RL 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read extended literature text</li> <li>• Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>• Students read 1 additional literature text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Task Generation Model 10A5 PBA

#### Task Focus: Analysis of a subject or scene

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	10	
<b>Number and type of Texts<sup>2</sup></b>	1 Extended Literature Text 1 Additional Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 Analytic PCR	<ul style="list-style-type: none"> <li>Measures reading literature sub-claim using standards RL 1 and 7</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>6 total items = 12 points</li> <li>2 of 6 items (4 points) to measure the reading sub-claim for vocabulary (one per text)</li> <li>4 of 6 items (8 points) measuring standards RL 2, 3 and 7</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	7	
<b>Suggested Order of Student Actions:</b>  <b>(All Literary Analysis Tasks must contain 7 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read extended literature text</li> <li>Students respond to 1 vocabulary item exclusive to the extended literature text</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to the extended literature text</li> <li>Students read 1 additional literature text</li> <li>Students respond to 1 vocabulary item exclusive to text 2</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to BOTH texts</li> <li>Students respond to 1 PCR item</li> </ul>	

<sup>2</sup> For this task model, three passages—an extended prose text and a paired poem and painting—may be used.



### ELA Research Task Generation Model 10B1 PBA

#### Task Focus: Point of view and purpose

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RI 1, 6 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RI 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 10B2 PBA

#### Task Focus: Point of view and purpose

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RH or RI 1, RH 6 and RH 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RH 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 10B3 PBA

#### Task Focus: Point of view and purpose

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1, RST 6 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 2, 3 and 5</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 10B4 PBA

#### Task Focus: Use of illustrations and other visuals

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RI 1, 7 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RI 3, 5, 6, 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 10B5 PBA

**Task Focus: Use of illustrations and other visuals**

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1, RST 7 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 3, 5, 6, 7 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Research Task Generation Model 10B6 PBA**

**Task Focus: Analysis of argument**

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RI 1, 8 and 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RI 2, 3, 5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Research Task Generation Model 10B7**  
**PBA**  
**Task Focus: Analysis of**  
**argument**

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RH or RI 1, RH 8 and RH 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RH 2, 3, 5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

## ELA Research Task Generation Model 10B8 PBA

### Task Focus: Analysis of argument

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1, RST 8 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 2 , 3, 5, 6 and 8</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	



## ELA Research Task Generation Model 10B9 PBA

### Task Focus: Relationship of ideas

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>• Measures reading information sub-claim using standards RI 1, 3 and 9</li> <li>• Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>• 8 total items = 16 points</li> <li>• 2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>• 6 of 8 items (12 points) measuring standards RI 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>• Students read anchor text</li> <li>• Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>• Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>• Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>• Students read additional text</li> <li>• Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>• Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>• Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 10B10 PBA

#### Task Focus: Relationship of ideas

<b>Task Type</b>	Research	
<b>Grade</b>	9	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RH or RI 1 and RH 3</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RH 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Research Task Generation Model 10B11 PBA

#### Task Focus: Relationship of ideas

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1 and RST 3</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST</li> <li>2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Research Task Generation Model 10B12 PBA**  
**Task Focus: Analyzing primary and secondary sources**

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RH or RI 1 and RH 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RH 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Research Task Generation Model 10B13 PBA**  
**Task Focus: Comparing and contrasting information gained from various sources**

<b>Task Type</b>	Research	
<b>Grade</b>	10	
<b>Number and type of Texts</b>	1 Extended Informational Text 2 Additional Informational Texts	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures reading information sub-claim using standards RST or RI 1 and RST 9</li> <li>Measures all writing claims</li> </ul>
<b>Number and type of EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>8 total items = 16 points</li> <li>2 of 8 items (4 points) to measure the reading sub-claim for vocabulary</li> <li>6 of 8 items (12 points) measuring standards RST 2, 3, 5, 6 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Items that do not measure reading sub-claim for vocabulary are designed to measure reading information sub-claim</li> </ul>
<b>Total # of Items for the Task</b>	9	
<b>Suggested Order of Student Actions:</b>  <b>(All Research Simulation Tasks must contain 9 items, including the PCR. The number of items per text or combination of texts may vary.)</b>	<ul style="list-style-type: none"> <li>Students read anchor text</li> <li>Students respond to 1 vocabulary item exclusive to anchor text (if applicable)</li> <li>Students respond to 1-2 EBSR or TECR items exclusive to anchor text</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 2 (if applicable)</li> <li>Students respond to 1-3 EBSR or TECR items exclusive to text 2 and/or items tied to texts 1 and 2</li> <li>Students read additional text</li> <li>Students respond to 1 vocabulary item exclusive to text 3 (if applicable)</li> <li>Students respond to 1-4 EBSR or TECR items exclusive to text 3 and/or items tied to any combination of texts 1 and 3, texts 2 and 3, or all 3 texts</li> <li>Students respond to 1 PCR item</li> </ul>	

### ELA Task Generation Model C1

#### Task Focus: Narrative story

<b>Task Type</b>	Narrative	
<b>Grades 3 - 10</b>	This task model is appropriate for all grades—specific items written to match the grade-level standards/analytic rubric	
<b>Text Type and Number</b>	1 Short Literature Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures all writing claims</li> </ul>
<b>Number and Type EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>4 total items = 8 points</li> <li>Any combination of RL standards RL 1, 2, 3, 4, 5, 7, 9</li> </ul>	<ul style="list-style-type: none"> <li>Items are designed to measure the reading literature sub-claim</li> </ul>
<b>Total # of Items for the Task Model:</b>	5	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read a literary text</li> <li>Students respond to 5 EBSR or TECR items</li> <li>Students respond to 1 PCR item</li> </ul>	

**ELA Task Generation Model C2**  
**Task Focus: Narrative description**

<b>Task Type</b>	Narrative	
<b>Grades 3 - 10</b>	This task model is appropriate for all grades—specific items written to match the grade-level standards/analytic rubric	
<b>Text Type and Number</b>	1 Short Informational Text	
<b>Number and type of Prose Constructed Response Items</b>	1 PCR	<ul style="list-style-type: none"> <li>Measures all writing claims</li> </ul>
<b>Number and Type EBSR and/or TECR reading items</b>	<ul style="list-style-type: none"> <li>4 total items = 8 points</li> <li>Any combination of RI/RH/RST standards 1, 2, 3, 4, 5, 7, 9</li> </ul>	<ul style="list-style-type: none"> <li>Items are designed to measure the reading information sub-claim</li> </ul>
<b>Total # of Items for the Task Model:</b>	5	
<b>Order of Student Actions:</b>	<ul style="list-style-type: none"> <li>Students read an informational text</li> <li>Students respond to 5 EBSR or TECR items</li> <li>Students respond to 1 PCR item</li> </ul>	