

**PARCC Item (Task) Type**

**Language Arts**

**Evidence-Based Selected Response (EBSR)—**Combines a traditional selected-response question with a second selected-response question that asks students to show evidence from the text that supports the answer they provided to the first question. Underscores the importance of Reading Anchor Standard 1 for implementation of the CCSS.

 ESBR items will appear on the PBA and EOY

**Technology-Enhanced Constructed Response (TECR)—**Uses technology to capture student comprehension of texts in authentic ways that have been difficult to score by machine for large scale assessments (e.g., drag and drop, cut and paste, shade text, move items to show relationships).

TECR items will appear on the PBA and EOY

**Range of Prose Constructed Responses (PCR)—**Elicits evidence that students have understood a text or texts they have read and can communicate that understanding well both in terms of written expression and knowledge of language and conventions. There are four of these items of varying types on each annual performance-based assessment.

PCR will appear on the PBA.

**Math**

**Type 1: Tasks assessing concepts, skills and procedures**

Type 1 tasks include a balance of conceptual understanding, fluency and application. These tasks can involve any or all of the mathematical practice standards.

Type I tasks will be machine scorable and will include innovative, computer-based formats.

Type I tasks will appear on the End of Year and Performance Based Assessment components and generate evidence for measuring major, additional, and supporting content with connections to the mathematical practices as indicated in the PARCC Model Content Frameworks for Mathematics.

**Type II: Tasks assessing expressing mathematical reasoning**

Type II tasks call for written arguments/justifications, critique of reasoning, or precision in mathematical statements (MP. 3, 6). These tasks can also involve other mathematical practice standards.

**Math**

Type II tasks may include a mix of innovative, machine scored and hand scored responses.

Type II tasks will be included on the Performance Based Assessment component and generate evidence for measuring mathematical reasoning with connections to content.

**Type III: Tasks assessing modeling/applications**

Type III tasks call for modeling/application in a real-world context or scenario (MP.4) and can also involve other mathematical practice standards.

Type III tasks may include a mix of innovative, machine scored and hand scored responses.

Type III tasks will be included on the Performance Based Assessment component and generate evidence for measuring mathematical modeling/application with connections to content.