



**ELA Task Generation Model**  
**Understanding Claims and Reporting Categories**

This document describes the relationships between the Common Core State Standards, observable evidence(s) of student performance, sub claims and reporting categories, major claims and reporting categories, and the overall “On Track” for college- and career-readiness master claim/reporting category.

**ELA/Literacy for Grades 3-8**  
**Master Claim/Reporting Category:**  
**Students are “on track” to college and career readiness in ELA/Literacy**

**Major Claim: Reading Complex Text**  
 Students read and comprehend a range of sufficiently complex texts independently.

**Major Claim: Writing**  
 Students write effectively when using and/or analyzing sources.

**SC: Vocab. Interpretation and Use (RL/RI.X.4 and L.X.4-6)**  
 Students use context to determine the meaning of words and phrases.

**SC: reading Literature (RL.X.1-10)**  
 Students demonstrate comprehension and draw evidence from readings of grade-level, complex literary text.

**SC: Reading Informational Text (RL.X.1-10)**  
 Students demonstrate comprehension and draw evidence from reading of grade-level, complex informational texts.

**SC: Written Expression (W.X.1-10)**  
 Students produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

**SC: Conventions and Knowledge of Language (L.X.1-3)**  
 Students demonstrate knowledge of conventions and other important elements of language.

**SC: Research (data taken from Research Simulation Task)**  
 Student build and present knowledge through integration, comparison, and synthesis of ideas.



## ELA Task Generation Model Understanding Claims and Reporting Categories

### Task Generation Models (TGM)

Task Models require students to analyze complex texts, synthesize ideas, and write to demonstrate their understanding. Task Models provide a framework for assessment units. Students read passage 1 and answer questions based on the passage. Then, students read a second passage and answer questions based on the second passage. Next, they'll answer questions which require them to synthesize information from both passages and produce an analytic written response. The task models are designed to elicit specific information about a student's ability to analyze complex texts, synthesize information, and write effectively to demonstrate their understanding.

There are three types of tasks:

- A. **Literary Analysis Tasks**—The Literary Analysis Task plays an important role in honing students' ability to read complex text closely, a skill that research reveals as the most significant factor differentiating college-ready from non-college-ready readers. This task will ask students to carefully consider literature worthy of close study, engage with the text by answering a series of questions, and then composing an analytic response to a prompt.
- B. **Research Simulation Task**—The Research Simulation Task is an assessment component worthy of student preparation because it asks students to exercise the college-and-career readiness skills of observation, deduction, and proper use and evaluation of evidence across text types. In this task, students will analyze an informational topic presented through several articles or multimedia stimuli, the first text being an anchor text that introduces the topic. Multimedia as well as print texts can serve as the anchor text in RST tasks. Students will engage with the texts by answering a series of questions and synthesizing information from multiple sources in order to write an argumentative or informative/explanatory response to a prompt.
- C. **Narrative Writing Task**—The Narrative Task requires students to respond to a literary text in a variety of creative ways not limited to extending a story or telling the story from another character's point of view. The Narrative Writing Task includes prompts designed to elicit narrative stories.

Each TGM may be used to create a variety of tasks.

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### ELA Task Generation Model 4A5 PBA

**Task Focus: Connecting a text and a companion visual or oral presentation of that text**

There are three task types, Research, Literary Analysis, and Narrative Writing. The task focus reflects the fundamental skill upon which the task model is built. In this case, the focus is on “Connecting a text and a companion visual...” as it is expressed through the Reading Literature standards.

The task generation model indicates the number of items and designates the reading standards that are measured by the items. This information is essential because it indicates the writing focal points for the task.

<b>Task Type</b>	Literary Analysis	
<b>Grade</b>	4	
<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 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 Model:</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>	

Each task generation model is labeled with the type of task (Research Task, Literary Analysis Task, Narrative Writing Task). In this case, we see the label says, “Literary Analysis”.

The number and type of texts tells how many texts are read by the student when the student performs the task. It also tells whether the text is a literary text or an informational text.

The total number of items and the order of student actions for the task generation model are listed.