



Writing Forms for PCR Items:

The PARCC Summative Assessments in Grades 3-11 will measure writing using three prose constructed response (PCR) items. In the classroom writing can take many forms, including both informal and formal. Since each PCR is designed to measure both written expression and knowledge of language and conventions, the audience and form for each PCR will necessitate that students use a formal register. In addition, PARCC seeks to create items that elicit writing that is authentic for the students to be assessed. The list below represents a sample of the forms which may be elicited from students in response to PARCC Summative Assessment PCRs. This list is not designed to be exhaustive either for the PARCC assessments or the classroom. Item writers will not use the list as the definitive list of forms that can be elicited on PCRs, and teachers should not plan to use the list as a checklist of forms to be taught. Instead, the list is provided to demonstrate the wealth of forms for writing that may be used to elicit authentic student writing.

In grades 3-5, students may be asked to produce:

- Adventure stories
- Autobiography
- Biography
- Book reviews
- Brochures
- Character Sketches
- Descriptions
- Diaries
- Encyclopedia or Wiki entries
- Endings
- Essays
- Explanations
- Fables
- Fantasy stories
- Fiction
- How-to-do-it articles
- Humorous stories
- Legends
- Letters
- Magazine articles
- Myths
- News articles
- Pamphlets
- Persuasive letters
- Reports
- Reviews
- Scenes (from a play)
- Short stories
- Science articles
- Science fiction stories
- Sequels
- Speeches

¹ Note, PARCC began this list by referencing one that can be found at <http://www.suzanne-williams.com/formsof.htm>



In addition to those forms listed for grades 3-5, students in grades 6-8 may be asked to produce:

- Anecdotes
- Apologies
- Complaints
- Editorials
- Interviews

In addition to those forms listed for grades 3-8, students in grades 9-11 may be asked to produce:

- Satires
- Spoofs
- Testimonials