

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	<p>Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely quote words directly from the text.</p> <p>Note: in RI Target 11, students supply both the inference/conclusion AND the evidence.</p> <p>All items are text-dependent. No item is answerable without reading the text.</p> <p>All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).</p>
Standards	<p>RI-1 Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>RI-7 <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</u> (e.g., where, when, why, and how key events occur).</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	<p>Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in</p>

English Language Arts Specification: Grade 3 Claim 1 Target 8



	<p>writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion.</p> <p>The answer choices will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Which [detail/sentence] from the passage best supports [provide inference or conclusion based on the passage]? [Provide inference or conclusion based on the passage]. Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference or conclusion]? The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? The author [infers/concludes] that [provide inference/conclusion based on the passage]. Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference/conclusion]? Read this [inference/conclusion]. [provide inference or conclusion based on the passage] Which [detail/sentence] from the passage best supports this [inference/conclusion] OR best shows [provide inference or conclusion]? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Which [detail/sentence] from [title text #1] best shows that [provide inference or conclusion based on the two passages] is true of both passages? NOTE: This stem is only used with two informational passages.

	<ul style="list-style-type: none"> Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports the same idea? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two correct answers. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The distractors will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Choose two [details/sentences] from the passage that best support the [inference/conclusion] that [provide inference or conclusion based on the passage]. • Which [details/sentences] from the passage best support [provide inference or conclusion based on the passage]? Choose two answers. • [Provide inference or conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference or conclusion]? Choose two answers. • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference/conclusion]? Choose two answers. • The author [infers/concludes] that [provide inference/conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference/conclusion]? Choose two answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the passage]. Which [details/sentences] from the passage best support this [inference/conclusion] OR best show [provide inference/conclusion]? Choose two answers.

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Which [details/sentences/lines] from [title text #1] best show that [provide inference or conclusion based on both passages] is true of both passages? Choose two answers. <p>NOTE: This stem can only be used with two informational passages.</p> <ul style="list-style-type: none"> Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports that [provide inference or conclusion]? Choose two answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2	<p>Task Description:</p> <p>The item stem will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will indicate [one/two] options.</p> <p>The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that provide support for the given inference or conclusion. If there is more than one correct response, then the item stem will state the number of correct responses. The distractors will be other selectable sections of text that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2).</p> <p>Target Evidence Statement:</p> <ol style="list-style-type: none"> 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Click the [detail/sentence/set of sentences/paragraph] that best supports [provide inference or conclusion based on the passage]. [excerpted selectable text] • Click [one/two] the [details/sentences/sets of sentences/paragraphs] that best support [provide inference or conclusion based on the passage]. [excerpted selectable text] • [Provide inference or conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion]. [excerpted selectable text] • [Provide inference or conclusion based on the passage]. Click [one/two] [details/sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion]. [excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph]

	<p>that best supports this [conclusion/inference] OR best shows [provide conclusion/inference]. [excerpted selectable text]</p> <ul style="list-style-type: none"> The reader can [infer/conclude] [provide inference/conclusion based on the passage]. Click [one/two] [details/sentences/set of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference/conclusion]. [excerpted selectable text] The author [infers/concludes] that [provide inference/conclusion based on the passage]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference/conclusion]. [excerpted selectable text] The author [infers/concludes] that [provide inference/conclusion based on the passage]. Click [one/two] [sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference/conclusion]. [excerpted selectable text] Read this inference/conclusion. [Provide inference or conclusion based on the passage]. Click [one/two] [details/sentences/sets of sentences/paragraphs] that best support this [inference/conclusion] OR best show [provide inference or conclusion]. [excerpted selectable text] Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that best supports this [inference/conclusion] OR best shows [provide inference or conclusion]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences] in the paragraph from [title text #1] that best supports [inference or conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports the [inference/conclusion]. [excerpted selectable text] NOTE: This stem can only be used with two informational passages. Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/ paragraph] from [title text #1] that best supports the same [inference/conclusion]. [excerpted selectable text] Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click [one/two] [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that best support the same [inference/conclusion]? [excerpted selectable text]
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	<p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>Note that selectable text is a whole, continuous section of text.</p> <div><p>The reader can conclude that other Atari video games were even more successful than Pong. Click the two sentences that best support this conclusion.</p><p>[Warner saw potential in expanding <i>Pong</i> and developed the Atari 2600, a system considered to be the father of all gaming systems.] [The company released nine game cartridges including classic titles like Indy 500 and Video Olympics]. [By 1980, Atari was the fastest-growing company in the United States, totaling more than \$415 million in sales per year.] [The video game industry was in full force, strengthened by the enormous success of the games Space Invaders and Asteroids.]</p></div>
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