

<b>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b>	
<b>Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.	
<b>Clarifications</b>	<b>Clarifications for the Item Writer:</b> <ul style="list-style-type: none"> <li>Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea, or analysis.</li> <li>All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.</li> </ul>
<b>Standards</b>	<p><b>RI-1</b> <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-6</b> <u>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</u></p> <p><b>RI-7</b> <u>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p><b>RI-9</b> <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<b>Depth of Knowledge</b>	CAT items will be DOK 2.
<b>Stimuli</b>	All Claim 4 stimuli are discrete and written by the item writer. Most Claim 4 stimuli are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 4 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or firsthand and secondhand account sources. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student's ability to discern quantitative data, as in a math item. Although the item writer is creating the research source and visual stimuli, the information should be

	based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with correct acknowledgement to the author. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For firsthand accounts, a brief explanation of the type of source and author will need to be provided to indicate the type of source. (e.g., Source 1: Diary Entry by _____, a person who saw the event.) Be consistent within the item. If a title and author information is included for one source, then all sources within the same item should include titles and author information. The stimulus should be one or two short excerpts—not more than 150 words for the elementary grade band.
<b>Stimuli/Text Complexity</b>	Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.
<b>Accessibility Concerns</b>	Students will be required to read brief text stimuli and use a mouse. Students will be required to read/ interpret graphics. These graphics may include: charts, graphs, diagrams, timelines, or interactive elements on Web Pages from the Internet. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will locate information from a text source to support a central idea or subtopic related to research.</li> <li>2. The student will interpret information from a text source to support a given purpose related to research tasks.</li> <li>3. The student will interpret information from a visual source to support a given purpose related to research tasks.</li> </ol>
<b>Allowable Item Types</b>	<ul style="list-style-type: none"> <li>• Multiple Choice, single correct response</li> <li>• Multiple Choice, multiple correct response</li> <li>• Hot Text, Select Text</li> <li>• Matching Tables</li> </ul>

Task Models	
<b>Task Model 1</b> <b>Item Type: Multiple Choice, Single Correct Response</b> <b>DOK Level 2</b>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: W-9</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G4.T2.A: Informational Text from a Source</b>  This stimulus will be an informational source on a central idea that can be broken into subtopics. The source should contain some general information on the central idea, but should have clear subtopics. Avoid using author's opinion.</p> <p><b>Task Description:</b>  The test taker will be presented with a central idea and a source. The <b>item stem</b> will pose a question asking the test taker to choose a subtopic into which the information from the source can be placed.  The <b>answer choices</b> will present four possible subtopics related to the topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. Avoid using outline type precursors (i.e., I. __, II. __, etc.). If needed, use common listings students will understand (i.e., Part A. ____, Part B. ____, etc.). To avoid outliers, be sure the answer choices are all the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long).  The <b>correct answer choice</b> will be a subtopic that relates to the overall topic and clearly relates to the main idea of the source text provided in the stimulus.  <b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include: 1) a part of the report that is a subtopic that makes sense with the central idea, but the information does not clearly fit into the category, and/or 2) a part of a report that contains wording from the stimulus, but the information does not clearly fit into the category.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b>  The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li><b>Lead-in:</b> A student is writing a report about &lt;topic&gt;. Read the sentences from a source and the directions that follow.  <b>Stimulus: G4.T2.A: Informational Text from a Source</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>The parts of the student's report are listed below. Where in the report should the student use the information from the source?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ The parts of the student's report are listed below. In which part of the student's report would the facts from the source <b>best</b> fit?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<b>Task Model 2</b> <b>Item Type: Multiple Choice, Single Correct Response</b> <b>DOK Level 2</b>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G4.T2.B: No Stimulus</b></p> <p><b>Stimulus: G4.T2.C: Research Report Plan</b> This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><u>Research Report Plan</u></b>  Topic: &lt;topic&gt;  Audience: &lt;audience&gt;  Purpose: &lt;to inform&gt;  Research Question: &lt;should reflect the central idea of report&gt;</p> </div> <p><b>Task Description:</b> The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to select a sentence that supports a central idea, subtopic, or research question. The <b>answer choices</b> will present four sentences from a source. Avoid using author's opinion. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest. The <b>correct answer choice</b> should be a sentence that clearly support(s) the central idea/subtopic/research question. <b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/research question and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/research question. <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p>

	<p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> none <b>Stimulus: G4.T2.B: No Stimulus</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ A student is writing a research report about &lt;topic or central idea&gt;. Which sentence has information that the student can use in [his/her] report?</li> <li>○ A student is writing a research report about &lt;topic or central idea&gt;. Which sentence has information that the student can use in a paragraph about &lt;subtopic&gt;?</li> </ul> </li> <li>• <b>Lead-in:</b> A student made a plan for a research report. Read the plan and the directions that follow. <b>Stimulus: G4.T2.C: Research Report Plan</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found a source for the research report. Which sentence from the source has information that answers the research question?</li> <li>○ The student found a source for the research report. Which sentence from the source has information that <b>best</b> answers the research question?</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 3</b> <b>Item Type:</b> Multiple Choice, Single Correct Response <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment:</b> <b>W-8</b></p> <p><b>CAT Secondary Standard Alignment:</b> <b>RI-1, RI-6, RI-9, W-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G4.T2.D: Secondhand Account</b> This stimulus should be one source that is a secondhand account of an event or topic.</p> <p><b>Task Description:</b> The test taker will select a sentence from a firsthand account to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to select a sentence that: 1) proves that the information in the stimulus is true, or 2) shows how the second source (answer choices) is different from the first source in the stimulus. The <b>answer choices</b> should be four sentences from a firsthand account on the</p>

	<p>same topic or event of the stimulus. Avoid using author's opinion. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest.</p> <p>The <b>correct answer choice</b> should be one sentence that proves that the stimulus is true or shows a different idea than the stimulus.</p> <p><b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/purpose, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/purpose.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. The student found a source. Read the source and the directions that follow. <b>Stimulus: G4.T2.D: Secondhand Account</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found another source with information from a person who [saw &lt;event&gt;/lived during &lt;topic&gt;]. Which sentence proves that the information in Source 1 is true?</li> <li>○ The student found another source with information from a person who [saw &lt;event&gt;/lived during &lt;topic&gt;]. Which sentence has information that shows a different idea from Source 1?</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 4</b> <b>Item Type: Multiple Choice, Multiple Correct Response</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: W-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G4.T2.A: Informational Text from a Source</b> This stimulus will be an informational source on a central idea that can be broken into subtopics. The source should contain some general information on the central idea, but should have clear subtopics. Avoid using an author's opinion.</p>

	<p><b>Task Description:</b>  The test taker will be presented with a central idea and a source. The <b>item stem</b> will pose a question asking the test taker to choose subtopics into which the information from the source can be placed.  The <b>answer choices</b> will present six subtopics related to the topic; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options.  To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. Avoid using outline type precursors (i.e., I. __, II. __, etc.). If needed, use common listings students will understand (i.e., Part A. ____, Part B. ____, etc.). To avoid outliers, be sure the answer choices are all the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long).  The <b>correct answer choices</b> will be two subtopics that relate to the overall topic and clearly relate to the main ideas of the source text provided in the stimulus. <b>If there are too many defensible options (check every possibility), do not use this item type, use multiple-choice.</b>  <b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include: 1) a part of the report that is a subtopic that makes sense with the central idea, but the information does not clearly fit into the category, and/or 2) a part of a report that contains wording from the stimulus, but the information does not clearly fit into the category.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b>  The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a report about &lt;topic&gt;. Read the sentences from the source and the directions that follow.  <b>Stimulus: G4.T2.A: Informational Text from a Source</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The parts of a student's report are listed below. Choose <b>two</b> parts of the report where information from the source should be placed.</li> </ul> </li> </ul> <p><b>Scoring Rules:</b>  Correct response: 1 point; Incorrect response: 0 points</p>
<b>Task Model 5</b> <b>Item Type: Multiple Choice, Multiple Correct Response</b> <b>DOK Level 2</b>	<b>CAT Primary Standard Alignment: W-8</b> <b>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</b> <b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be

informational for this model. The types of stimuli that are allowable for this model are listed below.

**Stimulus: G4.T2.B: No Stimulus**

**Stimulus: G4.T2.C: Research Report Plan**

This stimulus should be a research report plan that a student has made, following this example:

**Research Report Plan**

Topic: <topic>

Audience: <audience>

Purpose: <to inform>

Research Question: <should reflect the central idea of report>

**Task Description:**

The test taker will select two or more sentences to support central ideas/subtopics or select information for a given purpose. The **item stem** will ask the test taker to choose two sentences that support a central idea, subtopic, or research question.

The **answer choices** will present six sentences from a source; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Avoid using author's opinion. To avoid clueing, the options should contain either no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest.

The **correct answer choices** should be two sentences that clearly support the central idea/subtopic/research question.

**Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/research question, 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/research question.

**Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.

**Target Evidence Statement:**

The student will locate information from a text source to support a central idea or subtopic related to research.

**Appropriate Stems:**

- **Lead-in:** none

**Stimulus: G4.T2.B: No Stimulus**

**Stems:**

- A student is writing a research report about <topic or central idea>. Choose **two** sentences that have information that the



	<p>student can use in the report.</p> <ul style="list-style-type: none"> <li>○ A student is writing a research report about &lt;topic or central idea&gt;. Choose <b>two</b> sentences that have information that the student can use in a paragraph about &lt;subtopic&gt;.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student made a plan for a research report. Read the plan and the directions that follow.  <b>Stimulus: G4.T2.C: Research Report Plan</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found a source for the research report. Choose <b>two</b> sentences that answer the research question.</li> <li>○ The student found a source for the research report. Choose <b>two</b> sentences that <b>best</b> answer the research question.</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b>  Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 6</b>  <b>Item Type: Multiple Choice, Multiple Correct Response</b>  <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-6, RI-9, W-9</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G4.T2.D: Secondhand Account</b>  This stimulus should be one source that is a secondhand account of an event or topic.</p> <p><b>Task Description:</b>  The test taker will locate sentences from a firsthand account to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to choose sentences that: 1) prove(s) that the information in the stimulus is true, or 2) show(s) how the information in the answer choices is different from the information in the stimulus.  The <b>answer choices</b> should be six sentences from a firsthand account on the same topic or event of the stimulus; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Avoid using author's opinion. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e. two short, two long). Order the answer choices from shortest to longest.  The <b>correct answer choices</b> should be two sentences that either prove that the stimulus is true or show a different idea from the stimulus.  <b>Distractors</b> should be plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a</p>

	<p>sentence that is an interesting fact, but does not support the central idea/subtopic/purpose, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/purpose.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. The student found a source. Read Source 1 and the directions that follow. <b>Stimulus: G4.T2.D: Secondhand Account</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found another source with information from a person who [saw &lt;event&gt;/lived during &lt;topic&gt;]. Choose <b>two</b> sentences that prove that the information in Source 1 is true.</li> <li>○ The student found another source with information from a person who [saw &lt;event&gt;/lived during &lt;topic&gt;]. Choose <b>two</b> sentences that show (a) different idea(s) from Source 1.</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 7</b> <b>Item Type:</b> Hot Text, <b>Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment:</b> <b>W-8</b></p> <p><b>CAT Secondary Standard Alignment:</b> <b>RI-1, RI-9, W-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G4.T2.B: No Stimulus</b></p> <p><b>Stimulus: G4.T2.C: Research Report Plan</b> This stimulus should be a research report plan that a student has made, following this example:</p> <div data-bbox="526 1516 1021 1759" style="border: 1px solid black; padding: 10px;"> <p><b><u>Research Report Plan</u></b></p> <p>Topic: &lt;topic&gt;</p> <p>Audience: &lt;audience&gt;</p> <p>Purpose: &lt;to inform&gt;</p> <p>Research Question: &lt;should reflect the central idea of report&gt;</p> </div> <p><b>Task Description:</b> The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask</p>

	<p>the test taker to click on sentences that support a central idea, subtopic, or research question.</p> <p>The <b>delimited text</b> should be a paragraph from one or more sources. Avoid paragraphs that show an author's opinion. Also, avoid using transitional sentences that might be selected. There should be a total of six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The types of delimited text that are allowable for this model are informational text from one or two sources. The <b>correct answer choice(s)</b> should be one or two sentence(s) that clearly support(s) the central idea/subtopic/research question. <b>If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</b></p> <p><b>Distractors</b> are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/research question, 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/research question.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> none <b>Stimulus:</b> G4.T2.B: No Stimulus <b>Stems:</b> <ul style="list-style-type: none"> <li>○ A student is writing a research report about &lt;topic or central idea&gt;. The student found a source. Read the source. Click on <b>[one/two]</b> sentence(s) that [has/have] information that the student can use in the report.</li> <li>○ A student is writing a research report about &lt;topic or central idea&gt;. The student found two sources. Read both sources. Click on <b>one</b> sentence from <b>each</b> source that has information that the student can use in the report.</li> <li>○ A student is writing a research report about &lt;topic or central idea&gt;. The student found a source. Read the source. Click on <b>[one/two]</b> sentence(s) that [has/have] information that the student can use in a paragraph about &lt;subtopic&gt;.</li> </ul> </li> <li>• <b>Lead-in:</b> A student made a plan for a research report. Read the plan and the directions that follow. <b>Stimulus:</b> G4.T2.C: Research Report Plan</li> </ul>
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	<p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found a source for the research report. Read the source. Click on <b>[one/two]</b> sentence(s) that has/have information that answer(s) the research question.</li> <li>○ The student found two sources for the research report. Read both sources. Click on the sentences that have information that answers the research question. Click on <b>one</b> sentence from <b>each</b> source that has information that the student can use. (Two sources on the same general topic are in the delimited text field.)</li> <li>○ The student found a source for the research report. Read the source. Click on <b>[one/two]</b> sentence(s) that has/have information that <b>best</b> answer(s) the research question.</li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 8</b> <b>Item Type: Hot Text, Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-6, RI-9, W-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G4.T2.D: Secondhand Account</b> This stimulus should be one source that is a secondhand account of an event or topic. (Delimited text will be a firsthand account.)</p> <p><b>Task Description:</b> The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The <b>item stem</b> will ask the test taker to click on sentences that: 1) prove(s) that the information in the stimulus is true, or 2) show(s) how the second source (delimited text) is different from the first source in the stimulus. The <b>delimited text</b> should be a paragraph from one or more sources. Avoid paragraphs that show an author's opinion. Also, avoid using transitional sentences that might be selected. There should be a total of six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The type of delimited text that is allowable for this model is a firsthand account on the same topic or event of the stimulus.</p> <p>The <b>correct answer choice(s)</b> should be one or two sentences that either prove that the stimulus is true or show how the second source is different. <b>If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</b></p> <p><b>Distractors</b> are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are</p>

	<p>plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/subtopic/purpose, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the central idea/subtopic/purpose.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p><b>Target Evidence Statement:</b> The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>○ <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. The student found a source. Read Source 1 and the directions that follow.</li> </ul> <p><b>Stimulus: G4.T2.D: Secondhand Account</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found another source with information from a person who [saw &lt;event&gt;/lived during &lt;topic&gt;]. Read Source 2. Click on [one/two] sentence(s) that support(s) the information in Source 1.</li> <li>○ The student found another source with information from a person who [saw &lt;event&gt;/lived during &lt;topic&gt;]. Read Source 2. Click on [one/two] sentence(s) that [has/have] information that show(s) (a) different idea(s) from Source 1.</li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 9</b> <b>Item Type:</b> Hot Text, Select Text <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-7, W-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G4.T2.E: Chart/Table/Timeline</b> This stimulus should be a chart/table/timeline that has information that can be supported by one or more sentences in the delimited text.</p> <p><b>Task Description:</b> The test taker will identify how information gathered from a chart/table/timeline can be supported by information in one or more paragraphs from a source. The <b>item stem</b> will pose a question asking the test taker to click on the sentence(s) in a source that support(s) the information in the chart/table/timeline. The <b>delimited text</b> should be one or more paragraphs from an informational text</p>

	<p>source. Avoid paragraphs that show an author's opinion. Also, avoid using transitional sentences that might be selected. There should be a total of six pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The delimited text should be on the same topic as the visual in the stimulus.</p> <p>The <b>Correct answer choice(s)</b> should be one or two sentences that support the information in the stimulus. <b>If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</b></p> <p><b>Distractors</b> are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the information in the stimulus, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the information in the stimulus.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p><b>Target Evidence Statements:</b>  The student will interpret information from a text source to support a given purpose related to research tasks.  The student will interpret information from a visual source to support a given purpose related to research tasks.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a report about &lt;topic&gt;. [He/she] found a [chart/table/timeline]. Read the [chart/table/timeline] and the directions that follow.  <b>Stimulus: G4.T2.E: Chart/Table/Timeline</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found a second source. Read the second source below. Then, click on <b>[one/two]</b> sentence(s) from the second source that support(s) the information in the [chart/table/timeline].</li> <li>○ The student found a second source. Read the second source below. Then, click on <b>[one/two]</b> sentence(s) from the second source that <b>best</b> support(s) the information in the [chart/table/timeline].</li> </ul> </li> </ul> <p><b>Rubric/Scoring Rules:</b>  Correct response: 1 point; Incorrect response: 0 points</p>
<b>Task Model 10</b> <b>Item Type: Matching Tables</b> <b>DOK Level 2</b>	<b>CAT Primary Standard Alignment: W-8</b> <b>CAT Secondary Standard Alignment: RI-1, W-9</b>  <b>Stimulus:</b> There is no stimulus for this model. The label for the type of stimulus that is

allowable for this model is listed below.

**Stimulus: G4.T2.B : No Stimulus**

**Task Description:**

The test taker will sort explicit evidence into categories to support subtopics/main ideas of a research report. The **item stem** will ask the test taker to click on a box to show in which part of a research paper the information belongs.

The **interaction image** will be a table with four columns and four rows. The interaction image should follow this pattern:

	Main Idea/Subtopic A: <subtopic from student report>	Main Idea/Subtopic B: <subtopic from student report>	Main Idea/Subtopic C: <subtopic from student report>
<b>Note 1:</b> <informational sentence>			
<b>Note 2:</b> <informational sentence>			
<b>Note 3:</b> <informational sentence>			

The notes on the table should be informational sentences about the topic. The columns should reflect different main ideas or subtopics that would be in a research report. An example of this would be: Subtopic A: Where the Animal Lives Subtopic B: What the Animal Eats, etc. To avoid clueing, do not use the same wording in the note as is used in the research report category. The student should not be able to match the note to the category based on simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table.

**Rationales** should state the justification for why the plausible distractor is incorrect.

**Clarifications:** Matching tables have no more than three correct answers at this grade level. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

**Target Evidence Statements:**

The student will locate information from a text source to support a central idea or subtopic related to research.

**Appropriate Stems:**

- **Lead-in:** none

**Stimulus: G4.T2.B: No Stimulus**

**Stem:**

- A student is writing a research report about <topic>. The

	<p>student took notes and thought of three [main ideas/subtopics] for [his/her] report. Click on the box to show the [main idea/subtopic] that each note supports.</p> <ul style="list-style-type: none"> <li>○ A student is writing a research report about &lt;topic&gt;. The student took notes and thought of three [main ideas/subtopics] for [his/her] report. Click on the box to show the [main ideas/subtopics] that each note <b>best</b> supports.</li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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