Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 3: ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.	
Clarifications	**Clarifications for the Item Writer:** • 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. • 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.
Standards	RI-7 Interpret information presented visually, orally, or quantitatively (e.g.,, in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	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.
Stimuli/Text Complexity	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.
Accessibility Concerns	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, time lines, 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.
Evidence Required	1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response

Task Models	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8 **CAT Secondary Standard Alignment:** RI-7, W-9 **Stimulus:** 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.T3.A: No Stimulus** **Stimulus: G4.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: <table><tr><td>**Research Report Plan** Topic: <topic> Audience: <audience> Purpose: <to inform> Research Question: <should reflect the central idea of report></td></tr></table> **Task Description:** The test taker will be presented with a topic for research. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports the topic or research report plan. The **answer choices** will present four options which represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source which clearly contains relevant information or the most relevant information needed to support the topic or research report plan. **Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad,

	3) a source that is clearly a person's opinion about a topic, but does not contain any factual evidence, 4) a source that could be used in research but is not relevant to the research task, and/or 5) a source that appears to be related to the topic, but does not provide information to answer the research question. **Rationales** should state the justification for why the plausible distractor is incorrect.
	Target Evidence Statement: The student will analyze digital and print sources in order to locate relevant information to support research.

	Appropriate Stems:
	• **Lead-in:** no lead-in
	    Stimulus: G4.T3.A: No Stimulus
	    Stems:
	        o A student is writing a report about <topic>. The student found the following sources. Which source would **most likely** have the most useful information for the report?
	        o A student is writing a report about <topic>. The student found the following sources. Which [website/of these] is **most likely** the **most useful** source of information for the report?
	• **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
	    Stimulus: G4.T3.B: Research Report Plan
	    Stems:
	        o Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
	        o Which [website/of these] would **most likely** have information for the report?
	        o The student found the following sources. Which source would **most likely** have information for the report?
	        o The student found the following sources. Which source would **most likely** have information needed to answer the research question?
	
	Scoring Rules:
	Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8 **CAT Secondary Standard Alignment:** W-9 **Stimulus:** 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. **Stimulus: G4.T3.C: Student Writing**

This stimulus is a student writing sample focusing on a subtopic of a research report. The student writing should not contain opinions.

Task Description:
The test taker will be presented with a student writing sample. The **item stem** will pose a question asking the test taker to choose a source that a student could use to add information to her/his writing.

The **answer choices** will present four options which represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____." a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., two short, two long). Order choices from shortest to longest.

The **correct answer choice** will be a source which clearly contains relevant information or the most relevant information needed to add to the student writing that is presented in the stimulus.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic, but does not contain any factual evidence, and/or 4) a source that could be used in research but is not relevant to the research task.

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

Target Evidence Statement:
The student will analyze digital and print sources in order to locate relevant information to support research.

Appropriate Stems:
- **Lead-in:** A student is writing a research report about <topic>. Read the sentences from [her/his] report and the directions that follow.
  Stimulus: G4.T3.C: Student Writing
  Stems:
  - Which [source/of these] would **most likely** have more information about the ideas [he/she] has written?
  - Which [source/of these] is **most likely** the **most useful** source for more information about the ideas [he/she] has written?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points
Task Model 3 Item Type: Multiple Choice, Single Correct Response DOK Level 2	**This task model has been deleted.**
Task Model 4 Item Type: Multiple Choice, Multiple correct Response DOK Level 2	**CAT Primary Standard Alignment: W-8** **CAT Secondary Standard Alignment: RI-7, W-9** **Stimulus:** 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.T3.A: No Stimulus** **Stimulus: G4.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: <table><tr><td>**Research Report Plan** Topic: \<topic> Audience: \<audience> Purpose: \<to inform> Research Question: \<should reflect the central idea of report></td></tr></table> **Task Description:** The test taker will be presented with a topic for research. The **item stem** will pose a question asking the test taker to choose sources that a student should use to support the topic or research report plan. The **answer choices** will present six options which represent digital and/or print sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____", a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., three short, three long). Order choices from shortest to longest.

The **correct answer choices** will be sources which clearly contain the information needed to support the topic or answer the research question in the report plan. There must be two correct answers.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic, but does not contain any factual evidence, 4) a source that could be used in research, but is not relevant to the research task, and/or 5) a source that appears to be related to the topic, but does not provide information to answer the research question.

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

Target Evidence Statement:
The student will analyze digital and print sources in order to locate relevant information to support research.

Appropriate Stems:
- **Lead-in:** no lead-in
  Stimulus: G4.T3.A: No Stimulus

  Stems:
  - A student is writing a report about <topic>. The student found the following sources. Choose **two** sources that would **most likely** have the most useful information for the report.

- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus: G4.T3.B: Research Report Plan
  Stems:
  - The student found the following sources. Choose **two** sources that would **most likely** have the most useful information for the report.
  - The student found the following sources. Choose **two** sources that would **most likely** have information that would answer the research question.

Rubric/ Scoring Rules:
Correct response: 1 point; Incorrect response: 0 points

Task Model 5 **Item Type: Multiple Choice, Multiple correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8 **CAT Secondary Standard Alignment:** RI-7, W-9 **Stimulus:** 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. **Stimulus: G4.T3.C: Student Writing** This stimulus is a student writing sample focusing on a subtopic of a research report. The student writing should not contain opinions. **Task Description:** The test taker will be presented with a student writing sample. The **item stem** will pose a question asking the test taker to choose sources that a student should use to add information to her/his writing. The **answer choices** will present six options which represent digital and/or print sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., three short, three long). Order choices from shortest to longest. The **correct answer choices** will be sources which clearly contain the information needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic, but does not contain any factual evidence , and/or 4) a source that could be used in research but is not relevant to the research task. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will analyze digital and print sources in order to locate relevant information to support research.

	Appropriate Stems: • **Lead-in:** A student is writing a research report. Read the sentences from [her/his] report and the directions that follow. **Stimulus: G4.T3.C: Student Writing** **Stems:** o Choose **two** of the sources that would **most likely** give the student more information about the ideas [he/she] has written. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points