

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4: USE EVIDENCE: Cites evidence to support opinions, ideas, or analyses.	
Clarifications	Clarifications for the Item Writer: <ul style="list-style-type: none"> 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	<p>RI-1 <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>RI-6 <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>RI-7 <u>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.</u></p> <p>RI-9 <u>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>W-1b <u>Provide reasons that are supported by facts and details.</u></p> <p>W-8 <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>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
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

	<p>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, two, or three short excerpts—not more than 150 words for the elementary grade band.</p>
Stimuli/Text Complexity	<p>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.</p>
Accessibility Concerns	<p>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.</p>
Evidence Required	<p>1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2	<p>CAT Primary Standard Alignment: W-9</p> <p>CAT Secondary Standard Alignment: W1-b, W-8</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.A: Opinion Writing Lacking Evidence This stimulus should be a brief piece of student opinion writing. The student writing should contain one opinion statement that is not supported by reasons or evidence.</p> <p>Stimulus: G4.T4.B: Informational Text with Conjecture This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion which is lacking sufficient supporting evidence or is lacking complete information.</p> <p>Task Description: The test taker will select a piece of information/fact/note that supports a given opinion/idea/analysis. The item stem will pose a question asking the test taker to select information that a student could use to support a given opinion/idea/analysis. The answer choices will present four options that are sentences from a source that could support the opinion/idea/analysis stated in the stimulus. The choices should come from an informational source. All of the choices are related to the same topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a statement that clearly supports the opinion/idea/analysis provided in the stimulus. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a statement/fact/note that is related to the topic of the opinion/idea/analysis, but not directly related to the opinion/idea/analysis and/or 2) another opinion/idea/analysis with a fact that supports it, but does not support the opinion/idea/analysis in the stimulus. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p>

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: A student is writing a paper about <topic>. [He/she] wrote an opinion in the paper. Read the sentences from the paper and the directions that follow. Stimulus: G4.T4.A: Opinion Writing Lacking Evidence Stems: <ul style="list-style-type: none"> The student took notes about <topic>. Which note supports the student's opinion? The student took notes about <topic>. Which note best supports the student's opinion? The student found a source about <topic>. Which sentence from the source supports the student's opinion? The student found a source about <topic>. Which sentence from the source best supports the student's opinion? Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.B: Informational Text with Conjecture Stems: <ul style="list-style-type: none"> The student took notes about <topic>. Which note supports the author's opinion in Source 1? The student took notes about <topic>. Which note best supports the author's opinion in Source 1? The student found another source about <topic>. Which sentence from the source supports the author's opinion in Source 1? The student found another source about <topic>. Which sentence from the source best supports the author's opinion in Source 1? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 3 Item Type: Multiple Choice, Multiple-Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-9</p> <p>CAT Secondary Standard Alignment: W1-b, W-8</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.A: Opinion Writing Lacking Evidence This stimulus should be a brief piece of student opinion writing. The student writing should contain one opinion statement that is not supported by reasons or</p>

evidence.

Stimulus: G4.T4.B: Informational Text with Conjecture

This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion which is lacking sufficient supporting evidence or is lacking complete information.

Task Description:

The test taker will select information/facts/notes that support a given opinion/idea/analysis.

The **item stem** will pose a question asking the test taker to select information that a student could use to support a given opinion/idea/analysis.

The **answer choices** will present six options that are sentences from a source that could support the opinion/conjecture stated in the stimulus; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The choices should come from an informational source. All of the choices are related to the same topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., three short, three long). Order choices from shortest to longest.

The **correct answer choices** will be a statement that clearly supports the opinion/conjecture provided in the stimulus. There must be two correct answer choices.

Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a statement/fact/note that is related to the topic of the opinion/idea/analysis, but not directly related to the opinion/idea/analysis and/or 2) another opinion/idea/analysis with a fact that supports it, but does not support the opinion/idea/analysis in the stimulus.

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

Target Evidence Statement:

The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] wrote an opinion in the paper. Read the sentences from the paper and the directions that follow.

Stimulus: G4.T4.A: Opinion Writing Lacking Evidence

Stems:

- The student took notes about <topic>. Choose **two** notes that **best** support the student's opinion.
- The student found a source about <topic>. Choose the **two** sentences from the source that **best** support the student's opinion.

	<ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.B: Informational Text with Conjecture Stems: <ul style="list-style-type: none"> ○ The student took notes about <topic>. Choose two notes that best support the author's opinion in Source 1. ○ The student found another source about <topic>. Choose two sentences from the source that best support the author's opinion in Source 1. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-9</p> <p>CAT Secondary Standard Alignment: RI-1, W-1b, W-8</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.C: No Stimulus</p> <p>Stimulus: G4.T4.B: Informational Text with Conjecture This stimulus should be a paragraph from an informational source in which the author includes conjecture, or an opinion which is lacking sufficient supporting evidence or is lacking complete information.</p> <p>Stimulus: G4.T4.D: Secondhand Account This stimulus should be one source that is a secondhand account of an event or topic that contains conjecture. (The delimited text will be a firsthand account.)</p> <p>Task Description: The test taker will select sentences in a source to support an opinion/idea/analysis. The item stem will ask the test taker to click on (a) sentence(s) that support(s) a given opinion/idea/analysis. The delimited text should be an informational paragraph from one or more source(s). If the stimulus is a secondhand account, then the delimited text is a firsthand account. Avoid using transitional sentences that might be selected. There should be 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 correct answer choice(s) should be one or two pieces of text that clearly support the opinion/idea/analysis. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. Distractors are the delimited sentences/pieces of text that are not selected and should reflect common student errors. There should be at least four</p>

	<p>sentences/pieces of text that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a fact that is related to the topic of the opinion/conjecture, but does not directly relate to the opinion/ conjecture and/or 2) an interesting fact that students may want to include in a report, but does not support the opinion/conjecture.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors.</p> <p>Target Evidence Statement:</p> <p>The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: none Stimulus: G4.T4.C: No Stimulus Stems: <ul style="list-style-type: none"> A student is writing a paper about <topic>. The student wrote the following opinion: <opinion>. [He/she] found a source. Read the source. Click on [one/two] sentence(s) that has/have information to support the opinion. A student is writing a paper about <topic>. The student wrote the following opinion in [his/her] paper: <opinion>. The student found two sources. Read both sources. Click on one sentence from each source that has information that the student can use to support the opinion. Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.B: Informational Text with Conjecture Stems: <ul style="list-style-type: none"> The student found another source. Read Source 2. Click on [one/two] sentence(s) that [has/have] information to support the opinion in Source 1. The student found two additional sources. Read both Source 2 and Source 3. Then click on one sentence from Source 2 and one sentence from Source 3 that have information that the student can use to support the opinion in Source 1. Lead-in: A student is writing a research report about <topic>. The student found a source. Read Source 1 and the directions that follow. Stimulus: G4.T4.D: Secondhand Account <ul style="list-style-type: none"> The student found a source written by someone who saw <the event>. Read Source 2. Click on [one/two] sentence(s) that [has/have] information to support the opinion in Source 1. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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<p>NEW Task Model 5</p> <p>Item Type: Multiple Choice, Single Correct Response</p> <p>DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-1b</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G4.T4.C: Student Writing Lacking Support This stimulus should be a brief piece of student writing. The student writing should contain one idea that is not supported.</p> <p>Stimulus: G4.T4.D: Informational Text This stimulus should be a paragraph from an informational source with an idea lacking support.</p> <p>Task Description: The test taker will click on information/facts/notes that support a given idea. The item stem will pose a question asking the test taker to select information that a student could use to support a given idea. The answer choices will present four options that are sentences from a source that could support the idea stated in the stimulus. The choices should come from an informational source. All of the choices are related to the same topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a statement that clearly supports the idea provided in the stimulus. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a statement/fact/note that is related to the topic, but does not support the idea and/or 2) another idea with a fact that supports it, but does not support the idea in the stimulus. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: A student is writing a paper about <topic>. [He/she] wrote an idea in the paper. Read the sentences from the student's paper and the directions that follow. <p>Stimulus: G4.T4.C: Student Writing Lacking Support</p> <p>Stems:</p> <ul style="list-style-type: none"> The student took notes about <topic>. Which note best supports the student's idea? The student found a source about <topic>. Which sentence
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	<p>best supports the student's idea?</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. [He/she] found a source. Read Source 1 and the directions that follow. <p>Stimulus: G4.T4.D: Informational Text</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ The student took notes about <topic>. Which note best supports the author's idea in Source 1? ○ The student found another source about <topic>. Which sentence from the source best supports the author's idea in Source 1? <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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