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| 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: <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 or idea. 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-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>RI-9 <u>Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p>W-8 Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and sort evidence into provided categories.</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 3 may include, but are not limited to, journal articles, informational books/websites, or paired excerpts on the same topic. 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. 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 |

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| | 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 view/ interpret visual sources that are supported by textual sources. 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. Illustrations that need to be interpreted will need to have a detailed written description in order for it to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, 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 | <ol style="list-style-type: none">1. The student will analyze digital and print sources in order to locate relevant information to support research.2. The student will analyze illustrations in order to locate relevant information to support research. |
| Allowable Item Types | <ul style="list-style-type: none">• Multiple Choice, single correct response• Multiple Choice; multiple correct response |

| Task Models | |
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| Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2 | <p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T3.A : No Stimulus</p> <p>Task Description: The test taker will be presented with a research topic. The item stem will pose a question asking the test taker to choose a source that a student could use that supports the research topic. The answer choices will present four options that 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 that clearly contains relevant information or the most relevant information needed for the topic that is presented in the stem. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to children, but not a good source of information, such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but with broad information, 3) a source that is clearly a person’s opinion about a topic that does not contain any factual evidence, 4) a source that could be used in research that provides no additional information, and/or 5) a source that appears to be related to the topic, but only superficially. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze digital and print sources in order to locate relevant information to support research.</p> |

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| | <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none Stimulus: G3.T3.A: No Stimulus Stem: <ul style="list-style-type: none"> ○ A student is writing a report about <topic>. Which source would most likely have information for the report? ○ A student is writing a report about <topic>. Which [website/of these] is most likely the most useful source of information for the report? <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>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>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:</p> <p>Stimulus: G3.T3.B: Student Writing This stimulus is a student writing sample focusing on a key detail from a central idea. The student writing should not contain opinions.</p> <p>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 that 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 that 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 children, but not a good source of information, such as clip-art websites, games, magazine articles with</p> |

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| | <p>fictional stories, 2) a source that is appealing, but with broad information, 3) a source that is clearly a person's opinion about a topic that does not contain any factual evidence, 4) a source that could be used in research that provides no additional information, and/or 5) a source that appears to be related to the topic, but only superficially.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze digital and print sources in order to locate relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. Read the sentences from [her/his] report and the directions that follow. Stimulus: G3.T3.B: Student Writing Stems: <ul style="list-style-type: none"> ○ Which source would most likely give the student more information about the ideas [he/she] has written? ○ Which [website/of these] would most likely have the most useful information about the ideas [he/she] has written? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> |
| <p>Task Model 3 Item Type: Multiple Choice, Multiple correct Response DOK Level 2</p> | <p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T3.A : No Stimulus</p> <p>Task Description: The test taker will be presented with a research topic. The item stem will pose a question asking the test taker to choose sources that a student should use to support the research topic. The answer choices will present five to six options that 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</p> |

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| | <p>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.</p> <p>The correct answer choices will be sources that clearly contain relevant information or the most relevant information needed for the topic that is presented in the stem. There must be two correct answers.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to children, 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 with broad information, 3) a source that is clearly a person’s opinion about a topic that does not contain any factual evidence, 4) a source that could be used in research that provides no additional information, and/or 5) a source that appears to be related to the topic, but only superficially.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze digital and print sources in order to locate relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none Stimulus: G3.T3.A: No Stimulus Stems: <ul style="list-style-type: none"> ○ A student is writing a report about <topic>. Choose two sources that would most likely have the most useful information for the report. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> |
| <p>Task Model 4 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p> | <p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>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.</p> <p>Stimulus: G3.T3.B: Student Writing This stimulus is a student writing sample focusing on a key detail from a central idea. The student writing should not contain opinions.</p> <p>Task Description:</p> |

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 that 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 that clearly contain relevant information or the most relevant information needed to add to the student writing that is presented in the stimulus. 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 children, 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 with information that is too broad, 3) a source that is clearly a person’s opinion about a topic that does not contain any factual evidence, 4) a source that could be used in research, but would not give additional information, and/or 5) a source that appears to be related to the topic, but only superficially.

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: G3.T3.B: Student Writing

Stems:

- 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