

<b>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b>	
<b>Target 4. USE EVIDENCE:</b> Cite evidence to support opinions or ideas.	
<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 or ideas.</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>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RI-6</b> <u>Distinguish their own point of view from that of the author of a text.</u></p> <p><b>RI-7</b> <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p> <p><b>RI-9</b> <u>Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p><b>W-1b</b> <u>Provide reasons that support the opinion.</u></p> <p><b>W-8</b> <u>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>
<b>Depth of Knowledge</b>	CAT items will be DOK 2.
<b>Stimuli</b>	<p>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</p>

	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, 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.
<b>Evidence Required</b>	1. The student will select evidence to support opinions or ideas.
<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> </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: RI-1, RI-9, W-1b</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G3.T4.A: Opinion Writing Lacking Evidence</b>  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><b>Stimulus: G3.T4.B: Informational Text with Opinion</b>  This stimulus should be a paragraph from an informational source in which the author includes an opinion.</p> <p><b>Task Description:</b>  The test taker will click on information/facts/notes that support a given opinion. The <b>item stem</b> will pose a question asking the test taker to select information that a student could use to support a given opinion.  The <b>answer choices</b> will present four options that are sentences from a source that could support the opinion 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 <b>correct answer choice</b> will be a statement that clearly supports the opinion provided in the stimulus.  <b>Distractors</b> 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, but not directly related to the opinion and/or 2) another opinion with a fact that supports it, but does not support the opinion in the stimulus.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b>  The student will select evidence to support opinions or ideas based on evidence collected.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a paper about &lt;topic&gt;. [He/she] wrote an opinion in the paper. Read the sentences from the student's paper and the directions that follow.</li> </ul>

	<p><b>Stimulus: G3.T4.A: Opinion Writing Lacking Evidence</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about &lt;topic&gt;. Which note supports the student's opinion?</li> <li>○ The student took notes about &lt;topic&gt;. Which note <b>best</b> supports the student's opinion?</li> <li>○ The student found a source about &lt;topic&gt;. Which sentence supports the student's opinion?</li> <li>○ The student found a source about &lt;topic&gt;. Which sentence <b>best</b> supports the student's opinion?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. [He/she] found a source. Read Source 1 and the directions that follow.</li> </ul> <p><b>Stimulus: G3.T4.B: Informational Text with Opinion</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about &lt;topic&gt;. Which note supports the author's [opinion/idea] in Source 1?</li> <li>○ The student took notes about &lt;topic&gt;. Which note <b>best</b> supports the author's [opinion/idea] in Source 1?</li> <li>○ The student found another source about &lt;topic&gt;. Which sentence from the source supports the author's [opinion/idea] in Source 1?</li> <li>○ The student found another source about &lt;topic&gt;. Which sentence from the source <b>best</b> supports the author's [opinion/idea] in Source 1?</li> </ul> <p><b>Rubric/Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 2</b></p> <p><b>Item Type:</b> Multiple Choice, Multiple Correct Response</p> <p><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-1b</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G3.T4.A: Opinion Writing Lacking Evidence</b> 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><b>Stimulus: G3.T4.B: Informational Text with Opinion</b> This stimulus should be a paragraph from an informational source in which the author includes an opinion.</p> <p><b>Task Description:</b> The test taker will select information/facts/notes that support a given opinion. The <b>item stem</b> will pose a question asking the test taker to select information that a student could use to support a given opinion. The <b>answer choices</b> will</p>

present five to six options that are sentences from a source that could support the opinion 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. 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 choice** will be statements that clearly support the opinion 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, but not directly related to the opinion and/or 2) another opinion with a fact that supports it, but does not support the opinion 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 or ideas based on evidence collected.

**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 student's paper and the directions that follow.

**Stimulus: G3.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 **two** sentences from the source that **best** support 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: G3.T4.B: Informational Text with Opinion**

**Stems:**

- 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.

**Rubric/Scoring Rules:**

Correct response: 1 point; Incorrect response: 0 points

<p><b>Task Model 3</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-9, W-1b</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G3.T4.C: No Stimulus</b></p> <p><b>Stimulus: G3.T4.B: Informational Text with Opinion</b>  This stimulus should be a paragraph from an informational source in which the author includes an opinion.</p> <p><b>Task Description:</b>  The test taker will select one or more sentences in a source to support an opinion. The <b>item stem</b> will ask the test taker to click on one or more sentences that support a given opinion.  The <b>delimited text</b> should be an informational paragraph from one or more sources. Avoid using transitional sentences that might be selected. There should be five to 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.</p> <p>The <b>correct answer choice(s)</b> should be one or two sentences that clearly support the opinion. <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 fact that is related to the topic of the opinion, but does not directly relate to the opinion, and/or 2) an interesting fact that students may want to include in a report, but does not support the opinion.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors.</p> <p><b>Target Evidence Statement:</b>  The student will select evidence to support opinions or ideas based on evidence collected.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> none  <b>Stimulus: G3.T4.C: No Stimulus</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ A student is writing a paper about &lt;topic&gt;. The student wrote the following opinion: &lt;opinion&gt;. [He/she] found a source. Read the source. Click on <b>[one/two]</b> sentence(s) that</li> </ul> </li> </ul>
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	<p>[has/have] information that support(s) the opinion.</p> <ul style="list-style-type: none"> <li>○ A student is writing a paper about &lt;topic&gt;. The student wrote the following opinion: &lt;opinion&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 to support the opinion.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt;. [He/she] found a source. Read Source 1 and the directions that follow.  <b>Stimulus: G3.T4.B: Informational Text with Opinion</b>  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found another source. Read Source 2. Click on <b>[one/two]</b> sentence(s) that [has/have] information to support(s) the opinion in Source 1.</li> <li>○ The student found two additional sources. Read Source 2 and Source 3. Click on <b>one</b> sentence from Source 2 and <b>one</b> sentence from Source 3 that has information that the student can use to support the opinion in Source 1.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b>  Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>NEW TASK MODEL</b>  Task Model 4  Item Type: Multiple Choice, Single Correct Response  DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RI-9, W-1b</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G3.T4.C: Student Writing Lacking Support</b>  This stimulus should be a brief piece of student writing. The student writing should contain one idea that is not supported.</p> <p><b>Stimulus: G3.T4.D: Informational Text</b>  This stimulus should be a paragraph from an informational source with an idea lacking support.</p> <p><b>Task Description:</b>  The test taker will click on information/facts/notes that support a given idea. The <b>item stem</b> will pose a question asking the test taker to select information that a student could use to support a given idea.  The <b>answer choices</b> 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</p>

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.

**Target Evidence Statement:**

The student will select evidence to support opinions or ideas based on evidence collected.

**Appropriate Stems:**

- **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.

**Stimulus: G3.T4.C: Student Writing Lacking Support**

**Stems:**

- The student took notes about <topic>. Which note **best** supports the student's idea?
- The student found a source about <topic>. Which sentence **best** supports the student's idea?

- **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: G3.T4.D: Informational Text**

**Stems:**

- 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?

**Rubric/Scoring Rules:**

Correct response: 1 point; Incorrect response: 0 points