

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

Target 3a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

Target 3b. REVISE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of explanatory texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

Clarifications
Target 3a

- **Note:** Explanatory text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience.
- Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. Information about the audience and context/task should be presented in an order that avoids confusion. For example, “A student is writing an essay for a science website about nutrition” has a different meaning than does “A student is writing an essay about nutrition for a science website.”
- No item stems should promote formulaic writing.
- Organization items focus on the student’s ability to **compose** a brief text (one-to-three paragraphs) by providing introductions, topic sentences, and/or conclusions appropriate for an explanatory text.
- Elaboration/evidence items focus on the student’s ability to **compose** a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or utilizing development strategies that are appropriate for an explanatory text.
- **Note:** Evidence includes data (survey, statistics or other study results), and/or research information (“experts say,” “research shows,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.
Student Notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. They should not be complete sentences). A heading should be provided with the statement: *The student has taken the following notes from a credible source:*
- Style should be appropriate for audience, purpose, and task.
- Formatting (CCSS W-2a) will not be a focus of this item.

Target 3b

- **Note:** Explanatory text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations**

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	<p>via thoughtful analysis/synthesis appropriate for the subject/audience.</p> <ul style="list-style-type: none"> • Note: This target asks students to revise, <i>not</i> edit, (Target 9). • No item stems should promote formulaic writing. • Note: The stem will direct the student to select a revision to the stimulus that improves some <u>underlined or otherwise specified</u> aspect of the text's evidence/elaboration or organization. Note: Items for this target focus on revision at the sentence or paragraph level, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. Information about the audience and context/task should be presented in an order that avoids confusion. For example, "A student is writing an essay <u>for a science website about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition for a science website</u>." • Organization items focus on the student's ability to revise a brief text by providing introductory/topic sentences, transitions, and conclusions appropriate for audience, purpose (explanatory), and task. • Elaboration/evidence items focus on the student's ability to revise a brief text by identifying appropriate supporting details and utilizing development for audience, purpose (explanatory), and task. • Note: Evidence includes data (survey, statistics or other study results, etc.), and/or research information ("experts say," "research shows," "a recent study from ____ shows," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • Formatting (CCSS W-2a) will not be a focus of these items.
Standards	<p>Target 3a</p> <p>W-2a. <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;</u> include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W-2b. <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p> <p>W-2c. <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p>W-2d. <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p>W-2e. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p>

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	<p>W-2f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p> <p>W-8 <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>Target 3b</p> <p>W-2a. <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p> <p>W-2b. <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p> <p>W-2c. <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p>W-2d. <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p>W-2e. <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>W-2f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p>
Depth of Knowledge	<p>Target 3a DOK 3</p> <p>Target 3b DOK 2</p>
Stimuli/Passages	<ul style="list-style-type: none"> Stimuli for this target will be brief explanatory texts (one to three paragraphs, ranging from 250 to 300 words, excluding student notes, which should range between 90 and 100 words in length).
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured.

- The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do **not** lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)
- The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
- For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.
- Stimuli should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.).
- For 3a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.

Guidelines for Student Notes:

- The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses. While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is *in addition* to the stimulus and on topic. Students will need to select the appropriate details/evidence to include. While not being purposely irrelevant or misleading, not all notes will necessarily serve the student's purpose for the task. For example, while an overall stimulus written for older students might be about both a given problem (e.g., invasive species) and its solution, the task might call for the student to address only a solution. As another example, if writing a pro/con essay, student notes could mix pros and cons even though task could ask students to elaborate only cons.
- Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should **NOT** be:
 - written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
 - presented in any particular order.
 - grammatically parallel.
- Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: *The student has taken the following notes from a credible source:*
- Students should **not** be expected to include all notes in their responses.
- Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have

already been paraphrased.

- There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.
- Guidelines for notes that provide evidence:
 - Avoid giving reasons as notes (which the students can just copy into their responses).
 - Examples of types of notes that may be provided include:
 - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
 - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
 - citations/information from credible publications
 - statistics

Sample grade 11 argumentative item with student notes:

A student is writing a letter to the school board about its plan to require electronic identification tags. Read the beginning of the letter and complete the task that follows.

Dear Dr. Sletter,

I am writing in support of the school board's plan to require students at my school to wear electronic identification tags (EIDs) that will allow the administration to track the location of all students. Although the proposal may raise privacy concerns, its implementation would uphold and defend the school's very reason for being – teaching.

As anyone at my school can attest, teachers and school administrators waste precious instructional time tracking down students who skip class to hangout with heir friends. They purpose of school is to give young people the opportunity to learn skills and acquire knowledge necessary to succeed in life beyond high school – to be “college and career ready,” the stated goal of the Common Core State Standards. In an increasingly complex world, this goal is not easily achieved. We learn not only how to read, write and understand math, but we also need to be technologically competent, to be literate about the ever-increasing complexity of science, and to be able to function in a politically complex world. We also need to learn how to interact with others. For these reasons, school is the most important place in a young person's life, and the achievement of its mission should not be hindered by unruly students, EIDs would help ensure that it isn't by allowing educators and students to focus on education.

Some contend that requiring students to wear EIDs constitutes a warrantless search and so runs afoul of the Fourth Amendment.

The student has taken the following notes from credible sources:

	<p style="text-align: center;">NOTES</p> <ul style="list-style-type: none"> - Constitution – 4th Amendment: “...right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, but upon probable cause...” - Supreme Ct: US v Jones limited GPS/global positioning tracking even with warrant, -2012. - [in schools] maintaining order more important than 4th Amendment if “reasonable suspicion”- US Supreme Ct in NJ v T.L.O 1985 - 4th Amendment tested in 1996 - Vernonia SD 47J v Aton. Student athletes must agree to random drug test - Texas district \$500,000+ to install EID (not include maintain) - Companies selling biometrics systems say <ul style="list-style-type: none"> • students’ information encoded/encrypted on IDs • “difficult” to “hack” ≠ impossible 	<ul style="list-style-type: none"> - The 4th Amendment cannot be reworded, but the court cases are presented in true note form. These cases <i>could</i> (but don’t have to) be used to <i>rebut</i> the opposing point of view, a more sophisticated form of “addressing the opposition” (for example, a 7th-grade student might merely acknowledge that there <i>is</i> another point of view). - Other notes <i>could</i> be selected and integrated (but not cut-&-pasted/listed). Regardless, because many of the notes represent the counter argument, the writer must elaborate on them to address/rebut them. -word count of notes = 113
	<p>The student has acknowledged the opposing point of view. Select relevant information from the student notes to develop and complete the third paragraph addressing the <u>underlined</u> counterclaim.</p>	
Accessibility Concerns	<p>Students will be required to read brief explanatory texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>	
Evidence Required	<p>Target 3a Write Brief Texts</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to organize explanatory text by <ol style="list-style-type: none"> a. introducing complex topics and subtopics b. organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole c. providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts d. providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating 	

	<p>implications or the significance of a topic)</p> <p>2. (Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an explanatory text by</p> <ul style="list-style-type: none"> a. selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples from notes provided) appropriate to the audience's knowledge of the topic b. using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic c. establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose <p>Target 3b Revise Brief Texts</p> <p>1. (Organization) The student will revise explanatory text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> a. introducing complex topics and subtopics b. organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole* c. providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts d. providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) <p>2. (Elaboration) The student will revise explanatory text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience's knowledge of the topic b. using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic c. establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose d. deleting details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p>
Allowable Item Types	<p>Target 3a: Written Response</p> <p>Target 3b: Multiple choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
Task Model 1 Target 3a Write Brief Texts Item Type: Written Response DOK 3	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be grade level and content appropriate, as if written by a good student. Text will be information that the student will use in composing a response. Complexity may be low-to-high within a grade level. Text should be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.).</p> <p>Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p>Forms/audiences should be familiar to students or explained in context (e.g., science fair, a contest where science projects are displayed and judged). Stimulus should range between 250 and 300 words, excluding student notes, which should range between 90 and 100 words in length.</p> <p>Student notes should</p> <ul style="list-style-type: none"> • be boxed. • be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. • not be complete sentences; • not be grammatically parallel. <p>A heading preceding the notes should read: <i>The student has taken the following notes from a credible source:</i> [it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items] Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p>Task Description: The stem will direct the student to develop explanatory text, using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to organize explanatory text by <ol style="list-style-type: none"> introducing complex topics and subtopics organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) (Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a section of an explanatory text by <ol style="list-style-type: none"> selecting the most significant and relevant supporting evidence (e.g.,

- facts, extended definitions, concrete details, quotations, examples from notes provided) appropriate to the audience's knowledge of the topic
- b. using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic
 - c. establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose

APPROPRIATE STEMS:

Note: all stimuli/stems should indicate that students are revising a **draft** for a specified reason

ORGANIZATION ITEM STEMS

A student is writing a [research paper, essay, project proposal, report on a science (or other) project, news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @250-300words]

- Write an introduction* that [both] provides a clear thesis for the [research paper, essay, etc.] and explains the context for what is to follow [for the issue, for the idea].
- Write a conclusion* for this [essay, research paper, project, etc.] that follows logically from and supports the information in the [paper, essay, etc.] [and articulates the implications (and/or significance of the conclusion/issue, etc.)].
- Write a paragraph [section, etc.] that introduces* the information in [e.g., paragraph 3, or the section] about _____. [Examples: could introduce the section on the solution (if previous part explained the problem), or the section on the effect (if previous section dealt with cause), or section on the contrast (if previous section dealt with similarities), etc.—See evidence statements for appropriate organizational strategies.]

* Be sure that stimulus clearly **needs** an introduction/conclusion.

ELABORATION ITEM STEMS

A student is writing a [research paper, essay, project proposal, report on a science (or other) project, instructions for setting up a web site (or any other process), news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @250-300words]

Note: Stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or similar fictitious, but factually accurate, source. For items written to this type of stimulus, students should either quote directly from the source (assuming they've already been paraphrased) or integrate information using their own words when referencing the sources. They do not need to cite sources.

- Using relevant [or appropriate] information from the "student notes," write one to two paragraphs* that provide(s) [the audience] with additional

	<p>information about the <u>underlined</u> idea/concept/(sub)topic, etc. OR develop(s) evidence (or details, examples, extended definitions, depending on content of student notes) to support the <u>underlined</u> idea/(sub)topic, etc.].</p> <ul style="list-style-type: none"> Using relevant [or appropriate] information from the “student notes,” write one or two paragraphs* that provide [or elaborate or develop] _____ [could be “provides the effect” if previous paragraph(s) elaborated the “cause;” could be “provides the contrast” if previous paragraph(s) provided the similarities, “provides the pros” if previous paragraph provided cons, or just “provides]. [See evidence statements for specific elaboration techniques.] <p>Note: Stem must indicate exactly where the information is to be added.</p> <ul style="list-style-type: none"> Choose relevant facts and details from the student’s notes to write one or two paragraphs* further elaborating [or developing] [the <u>underlined</u> idea, OR supporting the student’s idea about (the <u>underlined</u> point, etc.)]. <p>* Notes: 1) The <u>underlined</u> idea should be a subtopic rather than the central idea of the stimulus; 2) Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2;” or “after [the underlined part] at the end of paragraph 3;” or by asking students to complete a paragraph that has been started (and underlined) for them.</p> <p>*Notes: Elaboration questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter [or article, etc.]; rather the additional paragraph(s) should elaborate on existing information. For example, if an introductory paragraph is given, there should also be at least one other paragraph (or the beginning of a paragraph) for the student to add to, elaborate on, or develop. For elaboration items, students should never be required to “conclude” a piece of writing.</p> <p>Rubric/Scoring Rules:</p> <p>2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions: elaboration).</p> <p>Organization—Introduction</p> <p>2 points The response:</p> <ul style="list-style-type: none"> introduces an adequate statement of the thesis that reflects the body of writing as a whole provides adequate information to put the thesis into context does more than list points/reasons to support the thesis—not formulaic connects smoothly to the body paragraph <p>1 point The response:</p> <ul style="list-style-type: none"> provides a partial or limited thesis provides a thesis that partially reflects the body of writing as a whole may provide limited and/or extraneous information to put the thesis into context may list supporting points/reasons—formulaic provides a limited and/or awkward connection to the body paragraph
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	<p>0 points The response:</p> <ul style="list-style-type: none"> provides no thesis or provides thesis that is not appropriate for the body of writing as a whole provides irrelevant or no information to put the thesis into context provides no connection to the body paragraph <p>Organization—Conclusion</p> <p>2 points The response:</p> <ul style="list-style-type: none"> provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen) does more than restate or summarize the points/reasons—not formulaic provides adequate connections and/or progression of ideas to contribute to coherence <p>1 point The response:</p> <ul style="list-style-type: none"> provides a limited conclusion that is partially related to the information in the body of writing as a whole lists, restates, or summarizes the points/reasons—formulaic provides an awkward or partial connection and/or limited progression of ideas <p>0 points The response:</p> <ul style="list-style-type: none"> provides no conclusion or a conclusion that is minimally related to the information in the body of writing may restate random and/or incorrect details from the preceding information provides no connections or progression of ideas <p>Elaboration</p> <p>2 points The response:</p> <ul style="list-style-type: none"> develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes does more than list supporting details or ideas adequately elaborates ideas/reasons using precise words/language <p>1 point The response:</p> <ul style="list-style-type: none"> provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes lists supporting details or ideas with limited elaboration/evidence partially elaborates ideas/reasons using general words/language <p>0 points The response:</p> <ul style="list-style-type: none"> provides minimal or no supporting points/ideas/reasons/details and/or
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	<p>evidence from the student notes</p> <ul style="list-style-type: none"> • provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text • provides no appropriate elaboration and/or may use poor word choice for audience and purpose
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Task Models	
<p>Task Model 2</p> <p>Target 3b Revise Brief Texts</p> <p>Item Type: Multiple Choice, single correct response</p> <p>DOK 2</p>	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). Text should not exceed 250 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified and <u>underlined</u> or otherwise specified aspect of the text's evidence/elaboration or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <p>1. (Organization) The student will revise explanatory text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> • introducing complex topics and subtopics • organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole* • providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts • providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) <p>2. (Elaboration) The student will revise complex explanatory text by identifying best use of elaboration techniques such as</p> <ul style="list-style-type: none"> • developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience's knowledge of the topic • using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic • establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose • deleting details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason (e.g., to introduce a thesis, to conclude the report, to elaborate by adding supporting evidence).</p>

ORGANIZATION ITEM STEMS

A student is writing a [research paper, project proposal, report on a science (or other) project, news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows. [Insert text]

- [Embed stimulus with a missing introduction] Choose the sentences [or paragraph] that would **best** introduce the thesis [or controlling idea] for the [report, essay, article, etc.]. **Note:** Answer choices can be single sentences or multi-sentence responses.
- [Embed stimulus with a weak, inappropriate, or ineffective introduction because it lacks context – e.g., thesis that is confusing because it lacks context] Choose the sentence(s) that should be added to the [underlined part of the or end of the] introduction to set up [or explain] the context for the thesis. **Note:** Correct answer should not be formulaic, i.e. “my three reasons are....”
- [Embed stimulus with a missing conclusion] Choose the sentences [or paragraph] that would **best** conclude the explanatory [essay, report, etc.] by explaining the implications and/or significance of the topic. **Note:** Answer choices can be single sentences or multi-sentence responses.
- [Embed stimulus with an ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear [or appropriate or effective] conclusion. Choose the concluding sentence(s) that is **more clearly** related to/appropriate for the information presented in the [report, article, etc.].
- The underlined topic sentence [or thesis or conclusion or other transition (between, for example, pro and con sections) sentence] is ineffective and needs revising. Which sentence is the **best** choice to replace [the underlined sentence/section]?

ELABORATION ITEM STEMS

A student is writing a [research paper, essay, report on a science (or other) project, instructions for setting up a web site (or any other process), news or non-fiction feature article, online article] for [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. The student wants to revise the draft to improve the development of the ideas. Read the draft of the _____ and complete the task that follows. [Insert text]

- The [essay, report, etc.] needs more supporting information [or facts or examples]. Choose the sentence that gives the best information to [be added before/after – or to replace] the underlined sentence to support [the topic/idea, etc.].
- Choose the sentence that provides the **best** [evidence: can specify facts, examples, quotations, concrete details, or extended definitions] to support the thesis [controlling idea]. [See evidence statements for specific elaboration techniques.]
- Revise the _____ by selecting a sentence [section] to replace the underlined sentence [section] to add more precise [or appropriate] information for the audience/purpose. **[Note: This must be an entire sentence; if only a word or phrase is different, it should be Target 8.]**

	<ul style="list-style-type: none">• Which of the following sentences could be added [before/after the <u>underlined</u> sentence/section] and still maintain the formal style and objective tone of the _____?• Which of the following extended definitions [quotations, facts, examples, etc.] would best clarify the [<u>underlined</u>] thesis [explanation, topic, etc.]? [Choices can be factually accurate quotations from fictitious experts, examples, facts, etc. See evidence statements for appropriate elaboration techniques.]• Which of the following sentences best uses metaphor (analogy, etc.) that could replace the underlined sentence [section, etc.] to elaborate the topic/subtopic/ explanation/section, etc. Note: analogy, etc. must clearly be used as an elaboration strategy and not just for “effect.” <p>Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2,” or “after [the underlined part] at the end of paragraph 3,” etc.</p> <p>Scoring Rules: All correct = 1 point, other = 0 points.</p>
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Task Models	
Task Model 3 Target 3b Revise Brief Texts Item Type: Multiple Choice, multiple correct response DOK 2	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). Text should not exceed 250 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified and <u>underlined</u> aspect of the text’s development or organization. Answer choices for multiple correct response items should present 6 to 7 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements: [Note: There are no Organization items for this task model.]</p> <p>1. (Elaboration) The student will revise complex explanatory text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience’s knowledge of the topic establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic deleting details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS: Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ELABORATION ITEM STEMS</p> <p>A student is writing a [research paper, essay, report on a science (or other) project, instructions for setting up a web site (or any other process), news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows.</p> <p style="text-align: center;">[Insert stimulus text]</p> <ul style="list-style-type: none"> Choose the two sentences [or details or examples, etc.] that would provide the best evidence to support [or clarify] the <u>underlined</u> thesis (controlling idea, topic, or some specified subtopic/idea, etc.).

- The underlined sentences need to be revised to provide [more concrete details/a clearer definition, etc.]. Which **two** sentences are the **best** choices to replace the underlined sentences? OR to replace [the underlined (sub)topic or idea from the draft] and [a second underlined (sub)topic or idea from the draft]?
- Revise the _____ by selecting **two** sentences [sections] to replace the underlined sentence [section] to add more precise [or appropriate] information for the audience/purpose. [Note: This **must** be an entire sentence; if only a word or phrase is different, it should be Target 8.]
- Choose the **two** (quotations, examples, definitions, facts, etc.) that would **best** support the underlined thesis. [Choices can be factually accurate quotations from fictitious experts, examples, facts, etc. See evidence statements for appropriate elaboration techniques.]

Note: Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2,” or “after [the underlined part] at the end of paragraph 3,” etc.

Note for all of the stems in this task model: At this grade level, items can ask students to choose **two** answer choices to support **one** underlined idea/topic, etc. OR students may be asked to choose sentences/details, etc. to develop/support two different underlined ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.

Scoring Rules: All correct = 1 point, other = 0 points.

Task Models	
Task Model 4 Target 3b Revise Brief Texts Item Type: Hot Text, select text DOK 2	<p>Note: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of explanatory forms (essay, research and/or news report, article, etc.). Text should not exceed 250 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be five to seven possible correct answers, and each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will revise explanatory text by identifying improved organizational elements such as <ol style="list-style-type: none"> introducing complex topics and subtopics organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole* providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) (Elaboration) The student will revise complex explanatory text by identifying best use of elaboration techniques such as <ol style="list-style-type: none"> developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience's knowledge of the topic using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose deleting details that do not support the thesis/controlling idea* <p>*Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p>

ORGANIZATION ITEM STEMS

A student is writing a [research paper, essay, report on a science (or other) project, instructions for setting up a web site (or any other process), news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. The student wants to revise the draft to [improve transitions, connections; or to help readers understand the relationship between X and Y; etc.]. Read the draft of the _____ and complete the task that follows. [Insert text] **Note:** Limit three pairs of words at this grade.

- [Insert paragraph of 5 to 7 sentences, with the best beginning sentence embedded somewhere within the body of the paragraph] The first sentence is not the best beginning for the _____. Click on one sentence in the [paragraph, etc.] that would be the best introduction for this [topic, paper, etc.].
- [Insert paragraph of 5 to 7 sentences, with the best conclusion embedded somewhere within the body of the paragraph] The last sentence is not the best conclusion for the [essay, report, paragraph, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion [for this topic/ to support the writer's thesis, etc.].
- [Embed two pairs of words or phrases that provide transitions within a stimulus such as "from a different perspective"/"as a consequence;" "in other words"/"most certainly;" etc.] For each pair of words [or phrases], click on the one that provides the best transition between the ideas [or sections or shows the relationship between ideas most clearly]. [See evidence statements for appropriate organizational structures.] **Note:** Limit to three pairs of words at this grade.

ELABORATION ITEM STEMS

A student is writing a [research paper, essay, report on a science (or other) project, instructions for setting up a web site (or any other process), news or non-fiction feature article, online article] for the [teacher, class, school newspaper, school yearbook, web site, etc.] about _____. The student wants to revise the draft to improve the development of the ideas. Read the draft of the _____ and complete the task that follows. [Insert text] **Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc.

- [Embed stimulus with 5 to 7 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**two or three**] places in the _____ that need more [definitions, facts, details, examples] to support [the underlined thesis (or a particular subtopic)]. **Note:** Correct answer must clearly lack evidence/support, etc.
- [Embed paragraph with one (or two) sentence(s) that clearly have a different, inappropriate, or off-purpose style and/or tone] Click on [**two or three**] sentences that do not maintain the writer's style [and/or appropriate tone] for the audience.
- [Embed paragraph with one (or two) sentence(s) that do/does not support the main idea] Click on [**one to three**] sentence(s) that should be deleted because

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	<p>it does/ they do not support [the <u>underlined</u> thesis]. Note: this is not an organization stem: the correct answer should be information that clearly does not support the controlling idea.</p> <p>Scoring Rules: All correct = 1 point, other = 0 points.</p>
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