

<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 arguments, ideas, analyses, hypotheses, or conjectures.	
<b>Clarifications</b>	<p><b>Clarifications for the Item Writer:</b></p> <ul style="list-style-type: none"> <li>Target 2 will assess analyzing information among texts for research purposes, analyzing information for appropriateness for task, purpose, and audience, and paraphrasing for the purpose of integrating information while avoiding plagiarism. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</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> <li>The stimulus must match the guidelines for it to work. Also, there should only be one claim in the stimulus and it must be clear. The evidence statement is “Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures,” not identify them.</li> </ul>
<b>Standards</b>	<p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p> <p><b>RH-7</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u></p> <p><b>RST-7</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u></p> <p><b>RH-8</b> <u>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p><b>RST-8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p> <p><b>RH-9</b> <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u></p> <p><b>RST-9</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u></p> <p><b>W-1b</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p><b>W-8, WHST-8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced</u></p>

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	<p>searches effectively; <u>assess the strengths and limitations of each source in terms of the task, purpose, and audience</u>; 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.</p> <p><b>W-9, WHST-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<b>Depth of Knowledge</b>	CAT items will be DOK 2.
<b>Stimuli</b>	<p>Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 11 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or primary and secondary sources. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student's ability to discern quantitative data, as in a math item. Although the item writer is creating the research source and visual stimuli, the information should be based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with acknowledgement to the actual researcher or university included in the stimulus. The exception to this would be items in which the item writer has crafted a study that was performed by middle school or high school students. In-line citations (parenthetical referencing) should not be used. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For primary sources, a brief explanation of the type of source and author may need to be provided to indicate the type of primary 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 300 words total for the high school grade band.</p>
<b>Stimuli/Text Complexity</b>	<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>
<b>Accessibility Concerns</b>	<p>Students will be required to read brief text stimuli and use a mouse. 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</p>

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	altered depending on what accommodations will be allowable.
<b>Evidence Required</b>	1. The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.
<b>Allowable Item Types</b>	<ul style="list-style-type: none"> <li>• Multiple Choice, single correct response</li> <li>• Multiple Choice, multiple correct responses</li> <li>• Hot Text, Select Text</li> <li>• Matching Tables</li> </ul>

Task Models	
<b>Task Model 1</b> Item Type: Multiple Choice, Single Correct Response DOK Level 2	This task model has been deleted.
<b>Task Model 2</b> Item Type: Multiple Choice, Single Correct Response DOK Level 2	<p><b>CAT Primary Standard Alignment:</b> <b>W-9, WHST-9</b></p> <p><b>CAT Secondary Standard Alignment:</b> <b>RH-1, RST-1, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8</b></p> <p><b>Stimulus:</b>            The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G11.T4.C: Student Argumentative Writing</b>            This stimulus should be a few paragraphs from a piece of argumentative writing written by a student. The student writing should make a claim and counterclaim that are supported by reasons and evidence.</p> <p><b>Stimulus: G11.T4.D: Historical Secondary Source with Claim and Counterclaim</b>            This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author states a claim and counterclaim that are supported by evidence.</p> <p><b>Stimulus: G11.T4.E: Scientific Source with Hypotheses and/or Conclusion</b>            This stimulus should be a paragraph about a scientific topic in which the author states a hypothesis or conclusion that is supported by data.</p> <p><b>Stimulus: G11.T4.F: Historical Secondary Source with Conjecture</b>            This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author uses conjecture.</p> <p><b>Stimulus: G11.T4.G: Scientific Source with Conjecture</b>            This stimulus should be a paragraph about a scientific topic in which the author uses conjecture.</p> <p><b>Task Description:</b>            The test taker will select a piece of evidence from a source to support a given argument, hypothesis, conclusion, or conjecture. The <b>item stem</b> will ask the test taker to select a piece of evidence that supports a given argument, hypothesis, conclusion, or conjecture.            The <b>answer choices</b> should be pieces of information from one or more sources. For stimuli that are historical secondary sources, the answer choices may be from historical primary source or historical secondary source documents. For stimuli that are scientific, the answer choices should be results of an experiment, simulation, and/or research study. 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</p>

	<p>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.</p> <p>The <b>correct answer choice</b> should be a piece of evidence that clearly supports the argument/hypothesis/conclusion/conjecture.</p> <p><b>Distractors</b> should reflect common student errors. Plausible distractors for this model might include: 1) a piece of evidence that is related to the topic, but does not support the argument/hypothesis/conclusion/conjecture, 2) an interesting piece of evidence that students may want to include in a report, but does not support the argument/hypothesis/conclusion/conjecture, 3) an opinion made by the author of the stimulus, 4) reasoned judgment made by the author, and/or 5) speculation made by the author (scientific sources only).</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</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; for &lt;audience&gt;. Read the paragraph from the student's paper and the directions that follow. <b>Stimulus: G11.T4.C: Student Argumentative Writing</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found more information. Which piece of evidence <b>best</b> supports the student's [claim/counterclaim] in [his/her] paragraph?</li> </ul> </li> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt; for &lt;audience&gt;. [He/She] found a credible source. Read Source 1 and the directions that follow. <b>Stimulus: G11.T4.D: Historical Secondary Source with Claim and Counterclaim,</b> <b>Stimulus: G11.T4.E: Scientific Source with Hypotheses and/or Conclusion,</b> <b>Stimulus: G11.T4.F: Historical Secondary Source with Conjecture, or</b> <b>Stimulus: G11.T4.G: Scientific Source with Conjecture</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found more information. Which piece of evidence <b>best</b> supports the author's [claim/counterclaim/hypothesis/conclusion/conjecture] in Source 1?</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 3</b></p> <p><b>Item Type: Multiple Choice, Multiple Correct Response</b></p> <p><b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-9, WHST-9</b></p> <p><b>CAT Secondary Standard Alignment: RH-1, RST-1, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus</p>

that is allowable for this model is listed below.

**Stimulus: G11.T4.C: Student Argumentative Writing**

This stimulus should be a few paragraphs from a piece of argumentative writing written by a student. The student writing should make a claim and counterclaim which are supported by reasons and evidence.

**Stimulus: G11.T4.D: Historical Secondary Source with Claim and Counterclaim**

This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author states a claim and counterclaim that are supported by evidence.

**Stimulus: G11.T4.E: Scientific Source with Hypotheses and/or Conclusion**

This stimulus should be a paragraph about a scientific topic in which the author states a hypothesis or conclusion that is supported by data.

**Stimulus: G11.T4.F: Historical Secondary Source with Conjecture**

This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author uses conjecture.

**Stimulus: G11.T4.G: Scientific Source with Conjecture**

This stimulus should be a paragraph about a scientific topic in which the author uses conjecture.

**Task Description:**

The test taker will select evidence from a source to support a given argument, hypothesis, conclusion, or conjecture. The **item stem** will ask the test taker to select pieces of evidence that support a given argument, hypothesis, conclusion, or conjecture.

The **answer choices** should be six to eight pieces of information from one or more sources. There must be at least two correct answers; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. For stimuli that are historical secondary sources, the answer choices may be from historical primary source or historical secondary source documents. For stimuli that are scientific, the answer choices should be results of an experiment, simulation, and/or research study. 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** should be pieces of evidence that clearly support the argument/hypothesis/conclusion/conjecture.

**Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a piece of evidence that is related to the topic, but does not support the argument/hypothesis/conclusion/conjecture, 2) an interesting piece of evidence that students may want to include in a report, but does not

	<p>support the argument/hypothesis/conclusion/conjecture, 3) an opinion made by the author of the stimulus, 4) reasoned judgment made by the author, and/or 5) speculation made by the author.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</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; for &lt;audience&gt;. Read the paragraph from the student's paper and the directions that follow. <b>Stimulus: G11.T4.C: Student Argumentative Writing</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found information in the sources. Choose <b>[two/three]</b> pieces of evidence that <b>best</b> support the student's [claim/counterclaim] in [his/her] paragraph.</li> </ul> </li> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt; for &lt;audience&gt;. [He/she] found a credible source. Read Source 1 and the directions that follow. <b>Stimulus: G11.T4.D: Historical Secondary Source with Claim and Counterclaim,</b> <b>Stimulus: G11.T4.E: Scientific Source with Hypotheses and/or Conclusion,</b> <b>Stimulus: G11.T4.F: Historical Secondary Source with Conjecture, or</b> <b>Stimulus: G11.T4.G: Scientific Source with Conjecture</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found information in the other sources. Choose <b>two</b> pieces of evidence that <b>best</b> support the author's [claim/counterclaim/hypothesis/conclusion/conjecture] in Source 1.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 4</b> <b>Item Type: Hot Text, Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-9, WHST-9</b></p> <p><b>CAT Secondary Standard Alignment: RH-1, RST-1, RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G11.T4.C: Student Argumentative Writing</b> This stimulus should be a few paragraphs from a piece of argumentative writing written by a student. The student writing should make a claim and counterclaim that are supported by reasons and evidence.</p>

	<p><b>Stimulus: G11.T4.D: Historical Secondary Source with Claim and Counterclaim</b> This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author states a claim and counterclaim that are supported by evidence.</p> <p><b>Stimulus: G11.T4.E: Scientific Source with Hypotheses and/or Conclusion</b> This stimulus should be a paragraph about a scientific topic in which the author states a hypothesis or conclusion that is supported by data.</p> <p><b>Stimulus: G11.T4.F: Historical Secondary Source with Conjecture</b> This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author uses conjecture.</p> <p><b>Stimulus: G11.T4.G: Scientific Source with Conjecture</b> This stimulus should be a paragraph about a scientific topic in which the author uses conjecture.</p> <p><b>Task Description:</b> The test taker will select evidence in a source to support a given argument, hypothesis, conclusion, or conjecture. The <b>item stem</b> will ask the test taker to click on one or more pieces of evidence that support a given argument, hypothesis, conclusion, or conjecture.</p> <p>The <b>delimited text</b> should be an informational paragraph from one or more sources. For stimuli that are secondary sources, the delimited text should be a primary source document. For stimuli that are scientific, the delimited text should be results of an experiment, simulation, and/or research study. Avoid using transitional sentences that might be selected. There should be a total of six to eight 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 more pieces of evidence that clearly support the argument/hypothesis/conclusion/conjecture. <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/pieces of text that should reflect common student errors. There should be at least four 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 piece of evidence that is related to the topic, but does not support the argument/hypothesis/conclusion/conjecture, 2) an interesting piece of evidence that students may want to include in a report, but does not support the argument/hypothesis/conclusion/conjecture, 3) an opinion made by the author of the delimited text, 4) reasoned judgment made by the author of the delimited text, and/or 5) speculation made by the author of the delimited text.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.</p>
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	<p><b>Target Evidence Statement:</b> The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</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; for &lt;audience&gt;. Read the paragraph from the student's paper and the directions that follow. <b>Stimulus: G11.T4.C: Student Argumentative Writing</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found a source. Read the source and click on <b>[one/two/three]</b> piece(s) of evidence that <b>best</b> support(s) the student's [claim/counterclaim] in [his/her] paragraph.</li> <li>○ The student found two sources. Read both sources and click on the <b>one</b> piece of evidence from <b>each</b> source that the student can use to support the [claim/counterclaim] in [his/her] paragraph.</li> </ul> </li> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt; for &lt;audience&gt;. [He/She] found a credible source. Read Source 1 and the directions that follow. <b>Stimulus: G11.T4.D: Historical Secondary Source with Claim and Counterclaim,</b> <b>Stimulus: G11.T4.E: Scientific Source with Hypotheses and/or Conclusion,</b> <b>Stimulus: G11.T4.F: Historical Secondary Source with Conjecture, or</b> <b>Stimulus: G11.T4.G: Scientific Source with Conjecture</b> <b>Stems:</b> <ul style="list-style-type: none"> <li>○ The student found another source. Read Source 2. Then click on <b>[one/two/three]</b> piece(s) of evidence that <b>best</b> support(s) the author's [claim/counterclaim/hypothesis/conclusion/conjecture] in Source 1.</li> <li>○ The student found two additional sources. Read Source 2 and Source 3. Click on <b>one</b> piece of evidence from Source 2 and <b>one</b> piece of evidence from Source 3 that the student can use to support the author's [claim/counterclaim/hypothesis/conclusion/conjecture] in Source 1.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 5</b> <b>Item Type: Matching Tables</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: W-8, WHST-8</b></p> <p><b>CAT Secondary Standard Alignments: RH-9, RST-9, W-1b, W-9, WHST-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus G11.T4.H: Three Informational Sources on the Same Topic</b> This stimulus will consist of three informational sources on the same topic. The sources should support some of the claims or ideas listed in the interaction image. The sources should be labeled as Source 1, Source 2, and Source 3.</p>

**Stimulus G11.T4.I: Three Historical Sources on the Same Topic or Event**

This stimulus will consist of three historical sources on the same topic. The sources should support some of the claims or ideas listed in the interaction image. The sources should be labeled as Source 1, Source 2, and Source 3.

**Stimulus G11.T4.J: Three Scientific Sources on the Same Topic**

This stimulus will consist of three scientific sources on the same topic. The sources should support some of the claims or ideas listed in the interaction image. The sources should be labeled as Source 1, Source 2, and Source 3.

**Task Description:**

The test taker will be presented with three sources and a table with a student's claims or ideas regarding a topic or event listed down the left and labels for the sources listed along the top. The **item stem** will ask the test taker to decide if a source supports a claim or idea by clicking on a box.

The **interaction image** will consist of a table with five rows and four columns. The following descriptions are listed across the top: Source 1, Source 2, and Source 3. The claims or ideas should be listed on the left.

**Sample Interaction Image:**

Claims/ Ideas:	Source 1	Source 2	Source 3
<b>Claim/Idea 1:</b> [claim/idea]			
<b>Claim/Idea 2:</b> [claim/idea]			
<b>Claim/Idea 3:</b> [claim/idea]			
<b>Claim/Idea 4:</b> [claim/idea]			

The **correct answer choices** should fit clearly into one category listed on the table. At this grade level, matching tables should have no more than five boxes checked. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

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

**Target Evidence Statements:**

The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.

	<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; for &lt;audience&gt;. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.  <b>Stimulus G11.T4.H: Three Informational Sources on the Same Topic,</b>  <b>Stimulus G11.T4.I: Three Historical Sources on the Same Topic or Event,</b>  or  <b>Stimulus G11.T4.J: Three Scientific Sources on the Same Topic</b></li> </ul> <p><b>Stem:</b></p> <ul style="list-style-type: none"> <li>○ The student wrote down some [claims/ideas] to use in [his/her] paper. Look at the [claims/ideas] in the table. Determine whether the information in the sources support each [claim/idea]. Click on the boxes that appropriately match each [claim/idea]. There may be more than one box selected for each [claim/idea] and source.</li> </ul> <p><b>Rubric/ Scoring Rules:</b>  Correct response: 1 point; Incorrect Response: 0 points</p>
<p><b>NEW Task Model 6</b>  <b>Item Type: Multiple Choice, Single Correct Response</b>  <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: RH-1, RST-1</b></p> <p><b>CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9</b></p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G11.T4.A: Historical Secondary Source with Argument</b>  This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event.</p> <p><b>Stimulus: G11.T4.B: Historical Secondary Source with Critique</b>  This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event.</p> <p><b>Stimulus: G11.T4.C: Historical Secondary Source with Analysis</b>  This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event.</p> <p><b>Stimulus: G11.T4.D: Scientific Source with Argument</b>  This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment.</p> <p><b>Stimulus: G11.T4.E: Scientific Source with Critique</b>  This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment.</p> <p><b>Stimulus: G11.T4.F: Scientific Source with Analysis</b>  This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment.</p> <p><b>Stimulus: G11.T4.G: Student Argumentative Writing</b>  This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim</p>

	<p>which is/are supported by reasons and evidence.</p> <p><b>Task Description:</b> The test taker will select a fact to support a given argument/critique/analysis. The item stem will ask the test taker to choose a fact that supports a given argument/critique/analysis. <b>The answer choices</b> should be informational sentences from one or more sources. If the stimulus is a historical secondary source, the answer choices may be from historical primary source or historical secondary source documents. If the stimulus is a scientific source, the answer choices should be results of an experiment, simulation, and/or research study. 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). <b>The correct answer choice</b> should be a fact that clearly supports the argument/critique/analysis in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion statement, 4) a reasoned judgment statement, and/or 5) a speculation statement (scientific stimuli only). <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</p> <p><b>Appropriate Stems:</b></p> <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 trustworthy source. Read Source 1 and the directions that follow.</li> </ul> <p><b>Stimulus: G11.T4.A: Historical Secondary Source with Argument,</b> <b>Stimulus: G11.T4.B: Historical Secondary Source with Critique,</b> <b>Stimulus: G11.T4.C: Historical Secondary Source with Analysis,</b> <b>Stimulus: G11.T4.D: Scientific Source with Argument,</b> <b>Stimulus: G11.T4.E: Scientific Source with Critique, or</b> <b>Stimulus: G11.T4.F: Scientific Source with Analysis</b></p> <p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found information in different sources. Which piece of information <b>best</b> supports [the author's argument/the author's review of &lt;topic&gt;/the author's point of view about &lt;topic&gt;] in Source 1?</li> <li>○ The student found information in different sources. Which piece of information <b>best</b> supports the author's analysis, or examination of the information, in Source 1?</li> <li>• <b>Lead-in:</b> A student is writing a paper about &lt;topic&gt;. Read the paragraph from [his/her] paper and the directions that follow.</li> </ul> <p><b>Stimulus: G11.T4.G: Student Argumentative Writing</b></p>
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	<p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found information in sources. Which piece of information supports the claim in the student's paragraph?</li> <li>○ The student found information in sources. Which piece of information <b>best</b> supports the claim in the student's paragraph?</li> </ul> <p><b>Rubric/ Scoring Rules:</b>  <b>Correct response:</b> 1 point; <b>Incorrect response:</b> 0 points</p>
<p><b>NEW Task Model 7</b>  <b>Item Type:</b> Multiple Choice, Multiple Correct Response  <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment:</b> RH-1, RST-1</p> <p><b>CAT Secondary Standard Alignment:</b> RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9</p> <p><b>Stimulus:</b>  The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G11.T4.A: Historical Secondary Source with Argument</b>  This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event.</p> <p><b>Stimulus: G11.T4.B: Historical Secondary Source with Critique</b>  This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event.</p> <p><b>Stimulus: G11.T4.C: Historical Secondary Source with Analysis</b>  This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event.</p> <p><b>Stimulus: G11.T4.D: Scientific Source with Argument</b>  This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment.</p> <p><b>Stimulus: G11.T4.E: Scientific Source with Critique</b>  This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment.</p> <p><b>Stimulus: G11.T4.F: Scientific Source with Analysis</b>  This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment.</p> <p><b>Stimulus: G11.T4.G: Student Argumentative Writing</b>  This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which is/are supported by reasons and evidence.</p> <p><b>Task Description:</b>  The test taker will select facts to support a given argument/critique/analysis. The item stem will ask the test taker to click on facts that support a given argument/critique/analysis.  <b>The answer choices</b> should be six to eight informational sentences from one or more sources. There must be at least two correct answers; however, regardless</p>

of the number of answer options, the correct responses must equal less than half of the total answer options. If the stimulus is a historical secondary source, the answer choices may be from historical primary source or historical secondary source documents. If the stimulus is a scientific source, the answer choices should be results of an experiment, simulation, and/or research study. 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).

**The correct answer choices** should be facts that clearly support the argument/critique/analysis.

**Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion statement, 4) a reasoned judgment statement, and/or 5) a speculation statement (scientific stimuli only).

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

**Target Evidence Statement:**

The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.

**Appropriate Stems:**

- **Lead-in:** A student is writing a research report about <topic>. [He/She] found a trustworthy source. Read Source 1 and the directions that follow.

**Stimulus: G11.T4.A: Historical Secondary Source with Argument,**

**Stimulus: G11.T4.B: Historical Secondary Source with Critique,**

**Stimulus: G11.T4.C: Historical Secondary Source with Analysis,**

**Stimulus: G11.T4.D: Scientific Source with Argument,**

**Stimulus: G11.T4.E: Scientific Source with Critique, or**

**Stimulus: G11.T4.F: Scientific Source with Analysis**

**Stems:**

- The student found information in additional sources. Choose [two/three] pieces of information that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1.
- The student found information in additional sources. Choose [two/three] pieces of information that **best** support the author's analysis, or examination of information, in Source 1.
- **Lead-in:** A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow.

**Stimulus: G8.T4.G: Student Argumentative Writing**

	<p><b>Stems:</b></p> <ul style="list-style-type: none"> <li>○ The student found information in sources. Choose two pieces of information that <b>best</b> support the claim in the student's paragraph.</li> </ul> <p><b>Rubric/ Scoring Rules:</b>  <b>Correct response:</b> 1 point; Incorrect response: 0 points</p>
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