

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 3: EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.	
Clarifications	Clarifications for Item Writer: <ul style="list-style-type: none"> Target 2 will assess analyzing information among texts for research purposes, analyzing information for appropriateness for task, purpose, and audience, 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. All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.
Standards	W-8, WHST-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;</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.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	<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 or two</p>

English Language Arts Specification: Grade 11 Claim 4 Target 3

	short excerpts—not more than 300 words total for the high school grade band.
Stimuli/Text Complexity	Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.
Accessibility Concerns	Students will be required to read brief text stimuli and use a mouse. Students 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.
Evidence Required	<ol style="list-style-type: none"> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research. 1. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct responses • Matching Tables • Hot Text, Select Text

Task Models	
Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2	This task model has been deleted.
Task Model 2 Item Type: Multiple Choice; Single Correct Response DOK level 2	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G11.T3.C: Student Writing A student writing sample focusing on a subtopic. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose the credible source that a student could use to add information to her/his writing. The answer choices will present four options that represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a scholarly article that explains a concept, a magazine article about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered, or that there is a balance between them. (i.e., three short, three long). Order choices from shortest to longest. The correct answer choice will contain information from a credible source that needs to be added to the student writing presented in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a credible source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic and is not a credible source, 4) a source that could be used in research but is not relevant to the student writing, and/or 5) a source that is relevant, but not credible. Rationales should state the justification for why the plausible distractor is incorrect. Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able</p>

	<p>to discriminate between sources that are credible and those that are not. This information may be in the form of the sources' title (article in an international science journal is more credible than a blog), the qualifications of the sources' authors, and/or the credibility of the sources' domains (.edu and .gov are most likely credible).</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. Read the paragraph(s) from [her/his] report and the directions that follow. Stimulus G11.T3.C: Student Writing Stems: <ul style="list-style-type: none"> o Which of these is a credible source that would most likely give the student more information for [his/her] paragraph? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
Task Model 3 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2	<p>This task model has been deleted.</p>
Task Model 4 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G11.T3.C: Student Writing A student writing sample focusing on a subtopic from a central idea. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose the credible sources that a student could use to add information to her/his writing.</p> <p>The answer choices will present six to eight options that represent digital and/or print sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of</p>

	<p>information concerning the content of the source (e.g., a scholarly article that explains a concept, a magazine article about _____, etc.). To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, are evenly staggered or that there is a balance between them (i.e., three short, three long). Order choices from shortest to longest.</p> <p>The correct answer choices will contain information from credible sources that need to be added to the student writing presented in the stimulus.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a credible source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic and is not a credible source, 4) a source that could be used in research but is not relevant to the student writing, and/or 5) a source that is relevant, but not credible.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able to discriminate between sources that are credible and those that are not. This information may be in the form of the sources' title (article in an international science journal is more credible than a blog), the qualifications of the sources' authors, and/or the credibility of the sources' domains (.edu and .gov are most likely credible).</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic>. Read the paragraph(s) from [her/his] report and the directions that follow. Stimulus G11.T3.C: Student Writing Stems: <ul style="list-style-type: none"> o Choose [two/three] credible sources that would most likely give the student more information for [his/her] paragraph. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5</p> <p>Item Type: Matching Tables</p> <p>DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G.11.T3.A: Internet Sources</p>

The test taker will be presented with brief overviews of four or five fictional Internet sources. The following information should be included: 1) the title of the Internet source, 2) the name of the author (with his/her credentials), and 3) a line that briefly describes the website. One or more sources should be lacking in elements of credibility or relevancy. The sources will be labeled as Source 1, Source 2, etc.

Task Description:

The test taker will be presented with a table with the Internet sources listed down the left and the descriptions listed along the top. The **item stem** will ask the test taker to click in the box that evaluates each source for relevance and credibility.

The **interaction image** will consist of a table with four or five rows and three columns. The following descriptions are listed across the top: “The source is **relevant** to the [topic/topic of the paragraph].” “The source is **credible**.” The sources should be listed on the left and described as: **Source 1, Source 2, Source 3, and/or Source 4.**

Sample Interaction Image:

Internet Source	The source is relevant to the [topic/topic of the paragraph].	The source is credible.
Source 1		
Source 2		
Source 3		
Source 4		

The **correct answer choices** should fit clearly into the category listed on the table. NOTE: Matching tables have no more than five correct answers at this grade level. **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.

Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able to discriminate between sources that are credible and those that are not. This information may be in the form of the sources’ title (article in an international science journal is more credible than a blog), the qualifications of the sources’ authors, and/or the credibility of the sources’ domains (.edu and .gov are most likely credible).

	<p>Target Evidence Statements:</p> <p>The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: A student is writing a research report about <topic>. [He/she] found possible sources for the report on the Internet. Read the sources and the directions that follow. <p>Stimulus G.11.T3.A: Internet Sources</p> <p>Stem:</p> <ul style="list-style-type: none"> Evaluate the sources. Determine whether each source is most likely relevant to the <topic> and/or is a credible source. Click on the boxes that appropriately describe each source. Some sources may have more than one box selected. <p>Rubric/ Scoring Rules:</p> <p>Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 6</p> <p>Item Type: Hot Text;</p> <p>Select Text</p> <p>DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus:</p> <p>The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G11.T3.D: Paragraph from a Print Source</p> <p>This stimulus should be an informational text that the student found on the topic mentioned in the lead-in that includes key details and specific references.</p> <p>Task Description:</p> <p>The test taker will locate pieces of text that question the accuracy of the information in the stimulus. The item stem will ask the test taker to click on sentences from the source that question the accuracy of the stimulus.</p> <p>The delimited text should be a source that is on the same topic as the stimulus, but contains some information that questions the accuracy of what was stated in the stimulus. If the stimulus is a historical secondary source, the delimited text should be a historical primary source on the same topic. If the stimulus is experiment results expressed as text, the delimited text should be an article or journal that is on the same scientific topic. 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 correct answer choices will be one or more sentences that question the accuracy of information that is given in the stimulus. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that are not selected and should reflect</p>

	<p>common student errors. There should be at least 4 sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) informational sentences that contain the same implicit information as the stimulus, 2) informational sentences that contain common knowledge that is generally accepted as accurate, but that do not contradict the information in the stimulus, 3) informational sentences that are in quotations or paraphrased by an expert in the field, but that do not contradict the information in the stimulus, 4) informational sentences that are on-topic, but do not prove the information in the stimulus to be inaccurate, 5) informational sentences that do not directly question the accuracy of the stimulus, 6) sentences that give an opinion and cannot be used to assess accuracy, 7) sentences that are reasoned judgment based on the information presented and cannot be used to assess accuracy, 8) informational sentences that question accuracy, but not the accuracy of the information given in the stimulus.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the accuracy of a source in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <topic> for <audience>. [He/She] found a source that [he/she] is evaluating for accuracy. Read Source 1 and the directions that follow. Stimulus: G11.T3.D: Paragraph from a Print Source Stem: <ul style="list-style-type: none"> o After looking at Source 2 below, the student realizes that [his/her] original information may be inaccurate. Click on [one/two/three] sentence(s) in Source 2 that indicate(s) that the information in Source 1 might not be accurate. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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