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| Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. | |
| Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. | |
| Clarifications | Clarifications for the 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 | <p>RI-1 <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p>RI-7 <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p>RH-1 <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>RST-1 <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>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u></p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</u></p> <p>RH-3 <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u></p> <p>RST-3 <u>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</u></p> <p>RH-7 <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>RST-7 <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>RH-8 <u>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other</u></p> |

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| | <p><u>information.</u></p> <p>RST-8 <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>RH-9 <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>RST-9 <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>SL-2 <u>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u></p> <p>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 specific 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, WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p> |
| 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 short excerpts—not more than 300 words total for the high school grade band.</p> |

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| 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, analyze multiple sources of information/evidence, 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. Illustrations that need to be interpreted will need to have a detailed written description in order for it to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, 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 analyze multiple sources of information/evidence to support a presentation on a topic. 2. The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism. |
| Allowable Item Types | <ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text |

| Task Model | |
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| Task Model 1 Item Type: Multiple Choice, Single Correct Response | <p>CAT Primary Standard Alignment: RH-3</p> <p>CAT Secondary Standard Alignment: RH-7, RH-8, RH-9, W-8, WHST-8</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: G11.T2.A: Description of a Historical Event Source The stimulus should describe an event in history that is not fully understood. It should include specific, undisputed facts, but not why the event happened.</p> <p>Task Description: The test taker will read information from several sources that explain why the event described in the stimulus happened. The item stem will ask the test taker to select the explanation that best accords with the textual evidence from the stimulus.</p> <p>The answer choices are different explanations of why an event may have happened based on the factual evidence from the stimulus. The answer choices should not restate the facts from the stimulus but should be explanations of the event. 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 the answer choices are all the same length, staggered in length or have a balance of length. Order the answer choices from shortest to longest. The correct answer choice will be an explanation of why or how an event happened and should be based on the factual evidence from the stimulus and not contradicted by any evidence in the stimulus.</p> <p>Distractors will reflect common student errors. Plausible distractors for this model might include: 1) explanations that only use one or two of the facts and leave out key parts of an event, 2) explanations that include unfounded evidence, 3) explanations that are based on facts from the stimulus, but do not draw logical conclusions, and/or 4) explanations that can be supported by some of the evidence in the stimulus but is contradicted by other evidence in the stimulus.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze multiple sources of information/evidence to support a presentation on a topic.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a paper about <topic>. [He/She] found a |

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| | <p>credible source. Read the sentences from the source and the directions that follow.</p> <p>Stimulus G11.T2.A Description of a Historical Event Source</p> <p>Stems:</p> <ul style="list-style-type: none"> The student found interpretations [of/for] <the event> in other sources. Which explanation is best supported by facts in Source 1? <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> |
| <p>Task Model 2 Item Type: Multiple Choice, Single Correct Response</p> | <p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: RI-7, RH-1, RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9</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: G11.T2.B: Two Sources on the Same Topic This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using author's opinions.</p> <p>Stimulus: G11.T2.C: Historical Primary and Secondary Sources on the Same Topic This stimulus should be a historical primary source and a historical secondary source the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources.</p> <p>Stimulus: G11.T2.D.a: Text Source This stimulus should be an informational text that a student has found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed visually (<i>in a flowchart, diagram, or table</i>). That information should lend itself to paraphrasing.</p> <p>Stimulus: G11.T2.D.b: Flowchart, Diagram, or Table This stimulus should be a flowchart, diagram, or table that visually expresses the information found in Stimulus G11.T2.D.a.</p> <p>Stimulus: G11.T2.E.a: Experiment Text Source This stimulus should be an informational text that a student has found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in an experiment. (i.e., including a hypothesis and finding). That information should lend itself to paraphrasing.</p> <p>Stimulus: G11.T2.E.b: Experiment Results This stimulus should be results a student found/collected on an experiment that can be compared to the information found in actual piece of visual information</p> |

from **Stimulus: G11.T2.E.a.** These results could be flowcharts, diagrams, or tables.

Stimulus: G11.T2.G: Two sources with a Complex Concept, Process, or Informational Science Text

This stimulus should be two detailed and dense informational sources that the student has found that can be paraphrased into simple but accurate terms.

Stimulus: G11.T2.H: Two Flowcharts, Diagrams, or Tables with different information on the same topic that is visually expressed in different formats.

Task Description:

The test taker will be presented with two sources on the same topic. The **item stem** will pose a question asking the test taker to select the sentence that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four paraphrased sentences related to the sources. Each answer choice should be at least one sentence that a) paraphrases and integrates information from both sources or b) paraphrases information that is present in one source, but not both. The answer choices may give credit to the authors of the stimuli, but if one answer choice gives credit, then they should all follow that pattern. Do not use in-line citations when giving credit. An example of appropriate credit would be “according to Dr. Smith” or “in a study by Indiana University”. 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 the answer choices are all the same length, staggered in length or have a balance of length. Order the answer choices from shortest to longest.

The **correct answer choice** will correctly paraphrase and integrate the information from both sources.

Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased sentence, 2) an inaccurate paraphrased sentence based on prior knowledge or opinion, 3) a paraphrased sentence that omits an important piece of information, 4) a paraphrased sentence that is an opinion or speculation, 5) a paraphrased sentence that includes information that is prior knowledge not from the sources, 6) a paraphrased sentence that reflects information that is presented in one source, but not both sources, 7) a sentence that plagiarizes language by using too much of the wording of the source, (no more than one plagiarized distractor for this item type) 8) a paraphrased sentence that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased sentence that is a misinterpretation of the information in one or both sources.

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

Target Evidence Statement:

The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

Appropriate Stems:

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| | <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read both sources and the directions that follow. Stimulus: G11.T2.B: Two Sources on the Same Topic, Stimulus: G11.T2.C: Historical Primary and Secondary Sources on the Same Topic, Stimulus: G11.T2.D.a: Text Source and Stimulus: G11.T2.D.b: Flowchart, Diagram, or Table, Stimulus: G11.T2.E.a: Experiment Text Source and Stimulus: G11.T2.E.b: Experiment Results, Stimulus: G11.T2.G: Two sources with a Complex Concept, Process, or Informational Science Text, or Stimulus: G11.T2.H: Two Flowcharts, Diagrams, or Tables <p>Stem:</p> <ul style="list-style-type: none"> ○ Which sentence correctly paraphrases information by combining details from both sources? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> |
| Task Model 3 Item Type: Multiple Choice, Single Correct Response DOK Level 2 | This task model has been deleted. |
| Task Model 4 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2 | <p>CAT Primary Standard Alignment: RH-3</p> <p>CAT Secondary Standard Alignment: RH-7, RH-8, RH-9, W-8, WHST-8</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: G11.T2.A: Description of a Historical Event Source The stimulus should describe an event in history that is not fully understood. It should include specific, undisputed facts and not why the event happened.</p> <p>Task Description: The test taker will read information from several brief sources with explanations of why the event from the stimulus happened. The item stem will ask the test taker to select the explanations that best accord with the textual evidence from the stimulus.</p> <p>The answer choices are six to eight different explanations of why an event may have happened based on the factual evidence from the stimulus. The answer choices should not restate the facts from the stimulus but should be explanations of the event. 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 the answer choices are all the same length,</p> |

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| | <p>staggered in length or have a balance of length. Order the answer choices from shortest to longest.</p> <p>The correct answer choices will be at least two explanations of why or how an event happened and should be based on the factual evidence from the stimulus and not contradicted by any evidence in the stimulus. Regardless of the number of answer options, the correct responses must equal less than half of the total answer options.</p> <p>Distractors will reflect common student errors. Plausible distractors for this model might include: 1) explanations that only use one or two of the facts and leave out key parts of an event, 2) explanations that include unfounded evidence, 3) explanations that are based on facts from the stimulus, but do not draw logical conclusions, and/or 4) explanations that can be supported by some of the evidence in the stimulus but is contradicted by other evidence in the stimulus.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will analyze multiple sources of information/evidence to support a presentation on a topic.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a paper about <topic>. [He/She] found a credible source. Read the sentences from the source and the directions that follow. Stimulus G11.T2.A: Description of a Historical Event Source Stems: <ul style="list-style-type: none"> ○ The student found interpretations [of/for] <the event> in other sources. Choose [two/three] explanations that are supported by facts in Source 1. ○ The student found interpretations [of/for] <the event> in other sources. Choose the [two/three] explanations that are best supported by facts in Source 1. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> |
| <p>Task Model 5 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p> | <p>CAT Primary Standard Alignment: W-8, WHST-8</p> <p>CAT Secondary Standard Alignment: RI-7, RH-1, RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9</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: G11.T2.B: Two Sources on the Same Topic This stimulus should be two informational texts the student found on the topic</p> |

mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using author's opinions.

Stimulus: G11.T2.C: Historical Primary and Secondary Sources on the Same Topic

This stimulus should be a historical primary source and a historical secondary source the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources.

Stimulus: G11.T2.D.a: Text Source

This stimulus should be an informational text that a student has found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed visually (*in a flowchart, diagram, or table*). That information should lend itself to paraphrasing.

Stimulus: G11.T2.D.b: Flowchart, Diagram, or Table

This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G11.T2.D.a**.

Stimulus: G11.T2.E.a: Experiment Text Source

This stimulus should be an informational text that a student has found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in an experiment. (i.e., including a hypothesis and finding). That information should lend itself to paraphrasing.

Stimulus: G11.T2.E.b: Experiment Results

This stimulus should be results a student found collected on an experiment that can be compared to the information found in actual piece of visual information from **Stimulus: G11.T2.E.a**. These results could be flowcharts, diagrams, or tables.

Stimulus: G11.T2.G: Two sources with a Complex Concept, Process, or Informational Science Text

This stimulus should be two detailed and dense informational sources that the student has found that can be paraphrased into simple but accurate terms.

Stimulus: G11.T2.H: Two Flowcharts, Diagrams, or Tables with different information on the same topic that is visually expressed in different formats.

Task Description:

The test taker will be presented with two sources on the same topic. The **item stem** will pose a question asking the test taker to select the sentences that correctly paraphrase and integrate the information from both sources.

The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each answer choice should be at least one sentence that paraphrases a piece of information from both sources. The answer choices may give credit to the authors of the stimuli, but if one answer choice gives credit, then they should all follow that

pattern. Do not use in-line citations when giving credit. An example of appropriate credit would be “according to Dr. Smith” or “in a study by Indiana University”. 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 the answer choices are all the same length, staggered in length or a balance of length is used. Order the answer choices from shortest to longest.

The **correct answer choices** will correctly paraphrase and integrate the information from both sources.

Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased sentence, 2) an inaccurate paraphrased sentence based on prior knowledge or opinion, 3) a paraphrased sentence that omits an important piece of information, 4) a paraphrased sentence that is an opinion or speculation, 5) a paraphrased sentence that includes information that is prior knowledge not from the sources, 6) a paraphrased sentence that reflects information that is presented in one source, but not both sources, 7) a sentence that plagiarizes language by using too much of the wording of the source, (no more than one plagiarized distractor for this item type) 8) a paraphrased sentence that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased sentence that is a misinterpretation of the information in one or both sources.

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

Target Evidence Statement:

The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** A student is writing a report about <topic> for <purpose>. Read both sources and the directions that follow.

Stimulus: G11.T2.B: Two Sources on the Same Topic,

Stimulus: G11.T2.C: Historical Primary and Secondary Sources on the Same Topic,

Stimulus: G11.T2.D.a: Text Source and Stimulus: G11.T2.Db: Flowchart, Diagram, or Table,

Stimulus: G11.T2.E.a: Experiment Text Source and Stimulus:

G11.T2.E.b: Experiment Results,

Stimulus: G11.T2.G: Two sources with a Complex Concept, Process, or Informational Science Text, or

Stimulus: G11.T2.H: Two Flowcharts, Diagrams, or Tables

Stem:

- Choose [two/three] sentences that correctly paraphrase information by combining details from **both** sources.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

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| Task Model 6 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2 | This task model has been deleted. |
| Task Model 7 Item Type: Hot Text, Select Text DOK Level 2 | <p>CAT Primary Standard Alignment: RST-1</p> <p>CAT Secondary Standard Alignment: RI-1, RST-7, RST-9, W-8, WHST-8, W-9, WHST-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p>Stimulus: G11.T2.I: Informational Text from a Source This stimulus should be an informational text from a scientific or technical source that the student found on a topic mentioned in the lead-in.</p> <p>Stimulus G11.T2.J: Flowchart, Diagram, or Table This stimulus should be a flowchart, diagram, or table that summarizes the results of a research study. The visual aid is created by the item writer. If the study is real, then the information should be accurate.</p> <p>Task Description: The test taker will locate pieces of text in which there is an inconsistency in the information reported. The item stem will ask the test taker to click on information that shows where the second source (delimited text) has an inconsistency from the account given in the first source in the stimulus and does not merely represent new information.</p> <p>The delimited text should be a source that is on the same topic as the stimulus, but contains some information that is inconsistent with the stimulus information. For example, if the stimulus presents the results from a scientific study, then the delimited text would be a magazine that is inaccurately reporting or misrepresenting the findings to the public. Avoid using transitional sentences that might be selected. There should be 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. The delimited text should be 100–175 words.</p> <p>The correct answer choice(s) is/are (a) sentence(s) that has/have information that show(s) an inconsistency/inconsistencies with the information presented 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 text pieces that should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this</p> |

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| | <p>model might include: 1) a sentence that states an interesting fact and is on topic, but presents consistent information in relation to the stimulus topic, and/or 2) a sentence that shows reasoned judgment which is based on facts in the stimulus, and/or 3) a sentence that is on-topic and contains wording from the stimulus, but presents consistent information on the topic.</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 analyze multiple sources of information/evidence to support a presentation on a topic.</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 credible source. Read the information from the source and the directions that follow. Stimulus: G11.T2.I: Informational Text from a Source, or Stimulus G11.T2.J: Flowchart, Diagram, or Table Stem: <ul style="list-style-type: none"> ○ The student found another source. Read Source 2 and click on [one/two/three] sentence(s) that [has/have] information that is inconsistent with the information in Source 1. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> |
| Task Model 8 Item Type: Hot Text, Select Text DOK Level 2 | This task model has been deleted. |