Content Standard	***CCSS.Math.Content.6.EE*** *Expressions and Equations* ***CCSS.Math.Content.6.EE.A*** *Apply and extend previous understandings of arithmetic to algebraic expressions.* CCSS.Math.Content.6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers. CCSS.Math.Content.6.EE.A.2a Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract *y* from 5" as 5 – *y*. CCSS.Math.Content.6.EE.A.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* CCSS.Math.Content.6.EE.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.*
Content Limits	*Rational numbers *For items asking the student to evaluate, the student should be given the expression, or, in rare cases, be asked to create an expression from a context and then evaluate. The student should not be required to know real-world formulas for this standard. * *For standard 2b, in addition to the mathematical terms listed, "difference" may also be used
Calculator	Basic
Acceptable Response Mechanisms	Equation response Multi-select response Matching response
Math Practice Cluster	PC2

DOK	1, 2, 3

Model Task	
Context	Allowable. All items for Task Demand 3 will have a real-world context, and some items for Task Demand 2 will have a real-world context.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify parts of an expression using mathematical terms.	• Multiple choice response • Matching response • Multi-select response		x		
DOK 2	2. Evaluate given expressions, including real-world formulas, with variables by substituting numeric values.	• Equation response		x		
	3. Create, and also possibly evaluate, expressions with variables by analyzing the context.	• Equation response		x		

Context	For Task Demand 1, identifying more than one name of a specific entity, or a specific name for more than one entity For Task Demands 2 and 3, expressions that contain two or three operations
Context easier	For Task Demand 1, identifying a specific name of one specific entity For Task Demands 2 and 3, expressions that contain only one operation; also, expressions that contain only whole numbers
Context more difficult	For Task Demand 1, identifying more than one name of more than one entity For Task Demands 2 and 3, expressions that contain four or five operations; also, expressions that contain rational numbers

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	An expression is shown.	Easy	2	Multiple choice response	This is DOK 1 because the student is identifying parts

	$3h$ Which word describes the "3" in this expression? A. coefficient B. product C. term D. sum				of an expression using mathematical terms. It is easy because the student is identifying a specific name for a specific entity.
	An expression is shown. $3h$ Select all the words that describe the "3" in this expression. [options include coefficient and factor]	Medium	2	Multi-select response	This is DOK 1 because the student is identifying parts of an expression using mathematical terms. It is medium because the student is identifying more than one name for a specific entity.
	An expression is shown. $4x + 3h \times 5$ For each part of the expression, select the word or words that describe it.	Hard	2	Matching response	This is DOK 1 because the student is identifying parts of an expression using mathematical terms. It is hard because the student is identifying more than one name for more than one entity.

	[matching table with parts of the equation as row headings (e.g., “4”, “4*x*”, “4*x* + 3*h*”) and identifying words as column headings (e.g., “coefficient”, “product”, “factor”, “sum”), so that some parts have multiple descriptions]				
DOK 2	An expression is shown. 3*h* What is the value of the expression when *h* = 8?	Easy	2	Equation response	This is DOK 2 because the student is evaluating an expression with variable. It is easy because the expression contains only one operation and has whole numbers.
	Jeffrey has $5. He saves $3 each week. Create an expression that shows the total amount of money that Jeffrey has. Use *x* to represent the number of weeks.	Medium	1	Equation response	This is DOK 2 because the student is creating an expression with variable. It is medium because the expression contains two operations.
	An expression is shown. $\frac{1}{3}a^2 + b \div 2$ What is the value of the expression if *a* = 3 and *b* = 8?	Hard	2	Equation response	This is DOK 2 because the student is evaluating an expression with variable. It is hard because the expression contains four operations and a rational number.

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Expressions and Equations**

Target E [m]: Apply and extend previous understandings of arithmetic to algebraic expressions. (DOK 1)

Tasks for this target will ask students to write and evaluate expressions (numerical expressions with whole-number exponents; algebraic expressions; and expressions arising from formulas in real-world problems). Other tasks will ask students to identify or generate equivalent expressions using understanding of properties or operations.

Standards: 6.EE.A, 6.EE.A.1, 6.EE.A.2, 6.EE.A.3, 6.EE.A.4	**6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions.** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.* **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 5.OA.A, 5.OA.A.1, 5.OA.A.2	**Related Grade 5 Standards** **5.OA.A Write and interpret numerical expressions.** **5.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

7.EE.A, 7.EE.A.1, 7.EE.A.2	**Related Grade 7 Standards** **7.EE.A Use properties of operations to generate equivalent expressions.** **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7.EE.A.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
DOK Levels:	1, 2
Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target E: Apply and extend previous understandings of arithmetic to algebraic expressions.	**Level 1** Students should be able to evaluate numerical expressions without exponents; write one- or two-step numerical expressions; and identify parts of an expression, using terms (e.g., coefficient, term, sum, product, difference, quotient, factor).
	Level 2 Students should be able to evaluate numerical expressions with nonnegative integer exponents that do not need to be distributed across a set of parentheses. They should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that do not contain exponents. They should also be able to write one- and two-step algebraic expressions that introduce a variable and identify equivalent expressions.
	Level 3 Students should be able to write and evaluate numerical expressions with nonnegative integer exponents and expressions from formulas in real-world problems, and they should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that include nonnegative integer exponents. They should be able to apply properties of operations to generate equivalent expressions.
	Level 4 Students should be able to apply the understanding of the properties of operations and use the properties to show why two expressions are equivalent.
Evidence Required:	1. The student evaluates numerical expressions involving whole-number exponents. 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. 3. The student uses mathematical terms to describe expressions. 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. 5. The student creates equivalent expressions by applying properties of operations. 6. The student identifies when expressions are equivalent by utilizing properties of operations.
Allowable Response Types:	Multiple Choice, multiple correct response; Equation/Numeric; Drag and Drop
Allowable Stimulus Materials:	

Construct-Relevant Vocabulary:	sum, product, quotient, difference, negative, term, factor, coefficient, expression, algebraic expression, numerical expression, order of operations, distributive property, associative property, commutative property
Allowable Tools:	None
Target-Specific Attributes:	Only whole-number exponents can be used in items that involve the use of exponents.
Non-Targeted Constructs:	Parentheses when the student is applying the use of real-world problems or properties of operations. Distributive property of multiplication over addition. Associative property. Commutative property. Properties of addition and multiplication.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]

[1] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

[2] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Task Model 1 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **Evidence Required:** 1. The student evaluates numerical expressions involving whole-number exponents. **Tools:** None	**Prompt Features:** The student is prompted to evaluate numerical expressions involving exponents. **Stimulus Guidelines:** • Expressions contain at least four numbers and one multiplication/division symbol. • Parentheses may be utilized to change the order of operations. • Expression should not be properly computed by simply going from left to right. • Numbers in expressions should be positive rational numbers. • Exponents should be whole numbers. • Answers should be positive numbers (up to hundredths, if a decimal). **TM1** **Stimulus:** The student is presented with a numerical expression with exponents. **Example Stem:** Enter the value of $3^3 \bullet 7^2 - 8 \div 4$. **Rubric:** (1 point) Student enters the correct value for the expression (e.g., 1321). **Response Type:** Equation/Numeric

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2a** Write expressions that record operations with numbers and with letters standing for numbers. **Evidence Required:** 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. **Tools:** None	**Prompt Features:** The student is prompted to write an expression to represent a given verbal description of that expression. **Stimulus Guidelines:** • Expressions should be one- or two-step problems. • Exponents should be whole numbers. • Numbers in expressions should be positive rational numbers. • Item difficulty can be adjusted via these example methods: o Students write a numeric expression with exponents. o Students write an algebraic expression/formula without exponents. o Students write an algebraic expression/formula with exponents. **TM2** **Stimulus:** The student is presented with a verbal numerical expression with exponents or verbal algebraic expression with or without exponents. **Example Stem 1:** Enter a numerical expression that represents the sum of eight squared and thirty-two. **Example Stem 2:** Enter an algebraic expression that represents eight times the sum of *y* squared and twenty-eight. **Rubric:** (1 point) Student enters a correct numerical/algebraic expression for the given verbal expression (e.g., $8^2 + 32$; $8(y^2 + 28)$). **Response Type:** Equation/Numeric

Task Model 3 **Response Type: Multiple Choice, multiple correct response** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **Evidence Required:** 3. The student uses mathematical terms to describe expressions. **Tools:** None **Version 3 Update:** Revised the options for example stem for TM3a. Retired TM3b.	**Prompt Features:** The student is prompted to use mathematical terms to describe an expression. **Stimulus Guidelines:** • Mathematical terms include sum, term, product, factor, quotient, and coefficient. • Exponents used should be whole numbers. • Numbers in expressions should be rational numbers. • Item difficulty can be adjusted by presenting expressions that contain parentheses. **TM3a:** **Stimulus:** The student is presented with a numerical or algebraic expression. **Example Stem:** Select **all** the statements that correctly describe the expression $4^3 \bullet (8w - 7)$. A. 3 is a factor of the expression. B. The difference of 8w and 7 is a factor of the expression. C. The expression represents the product of 4^3 and $8w - 7$. D. The expression represents the difference of $4^3 \bullet 8w$ and 7. **Answer Choices:** Answer choices should be statements that include the following vocabulary: sum, term, product, factor, quotient, and coefficient. Distractors will include confusing the meaning of sum, term, product, factor, quotient, and coefficient. At least two statements must be correct. **Rubric:** (1 point) Student selects all the correct statements (e.g., B and C). **Response Type:** Multiple Choice, multiple correct response

Task Model 4 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.2c** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). **Evidence Required:** 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. **Tools:** None **Version 3 Update:** Added new example stem 4 to TM4.	**Prompt Features:** The student is prompted to find the value of a given expression. **Stimulus Guidelines:** • Expression cannot be properly computed by simply going from left to right. • Numbers in expressions should be rational numbers. • If used, exponents should be whole numbers. • Item difficulty can be adjusted via these example methods: o Students enter the value of an algebraic expression without fractions/decimals or exponents. o Students enter the value of an algebraic expression with exponents and no fractions/decimals. o Students enter the value of an algebraic expression that contains fractions/decimals. o Students enter the value of an algebraic expression that contains fractions/decimals and exponents. **TM4** **Stimulus:** The student is presented with an algebraic expression and specific values for variables in the expression. **Example Stem 1:** The formula $C = \frac{5}{9}(F - 32)$ is used to convert degrees Fahrenheit (F) to degrees Celsius (C). Enter the temperature, in degrees Celsius (C), equal to 113 degrees Fahrenheit (F). **Example Stem 2:** Enter the value of $2 \bullet y - 8 \div 4$ when $y = 7$. **Example Stem 3:** Enter the value of $3^3 \bullet y^2 - 8 \div 4$ when $y = 7$. **Example Stem 4:** A baker uses the expression $5.75c + 3.45p$ to calculate his profit when he sells c cakes and p pies. What is the baker's profit, in dollars, when he sells 33 cakes and 42 pies? **Rubric:** (1 point) Student enters the correct value for the expression or formula (e.g., 45; 12; 1321; 334.65). Units should be assumed from the problem. **Response Type:** Equation/Numeric

Task Model 5 **Response Type: Equation / Numeric** **DOK Level 2** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **Evidence Required:** 5. The student creates equivalent expressions by applying properties of operations. **Tools:** None	**Prompt Features:** The student is prompted to create equivalent expressions based on given parameters. **Stimulus Guidelines:** • Expressions could contain one or two variables. • For expressions in the form $a(bx + cy)$, b and c do not have a common factor. • The correct answer choice will use properties of operations to generate an equivalent expression. **TM5a** **Stimulus:** The student is presented with an algebraic expression or an incomplete algebraic expression. **Example Stem 1:** Consider this expression: $3(2x + 5y)$. Enter an expression that shows the **sum of exactly two terms** that is equivalent to $3(2x + 5y)$. **Example Stem 2:** An equivalent expression to $6x + 15y$ can be written as the product of two factors. One of the factors is 3. Enter the **second factor** that will result in $6x + 15y$ when the two factors are multiplied. **Rubric:** (1 point) Student enters the correct algebraic expression (e.g., $6x + 15y$; $2x + 5y$). **Response Type:** Equation/Numeric

Task Model 5 **Response Type: Drag and Drop** **DOK Level 2** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **Evidence Required:** 5. The student creates equivalent expressions by applying properties of operations. **Tools:** None **Accessibility Note:** Drag and Drop items are not currently able to be Brailled. Minimize the number of items developed to this TM.	**Prompt Features:** The student is prompted to use given parameters to create an expression that is equivalent to a given expression. **Stimulus Guidelines:** • For expressions in the form $a(bx + cy)$, b and c do not have a common factor. • Blanks represent terms; at least two blanks should be provided. • Expressions could contain one or two variables. • If expressions are in the form $ax + by$, then they must have a common factor greater than one. • Item difficulty can be adjusted via these example methods: o Students enter an equivalent expression that represents a given expression. o Students enter missing parts of an equivalent expression that represents a given expression. **TM5b** **Stimulus:** The student is presented with an expression and the parameters to create an equivalent expression. **Example Stem 1:** Consider this equation. $3(2x + 5y) = \square + \square$ Drag an expression into each box to create an expression equivalent to $3(2x + 5y)$. **Example Stem 2:** Consider this equation. $6x + \square = 3(\square + 5)$ Drag an expression into each box to create a true equation. **Interaction:** Students will use the drag-and-drop feature to place expressions in the boxes. A palette will be given on the left-hand side with 8–12 terms. Snap-to feature should be used and Delete tool needs to be provided. **Rubric:** (1 point) Student correctly creates an equivalent expression (e.g., $6x$ and $15y$; 15 and $2x$). **Response Type:** Drag and Drop

Task Model 6 **Response Type: Multiple Choice, multiple correct response** **DOK Level 2** **6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* $y + y + y$ *and* $3y$ *are equivalent because they name the same number regardless of which number y stands for.* **Evidence Required:** 6. The student identifies when expressions are equivalent by utilizing properties of operations. **Tools:** None	**Prompt Features:** The student is prompted to identify equivalent expressions. **Stimulus Guidelines:** • If used, exponents should be whole numbers. • Item difficulty can be adjusted via these example methods: o Having multiple correct answers increases the difficulty. o Expressions can involve the distributive property or just combining or expanding terms. **TM6** **Stimulus:** The student is presented with an algebraic expression. **Example Stem 1:** Select **all** expressions that are equivalent to $4(3x + 6y)$. A. $12x + 6y$ B. $12x + 24y$ C. $2(6x + 12y)$ D. $4(12x+24y)$ **Example Stem 2:** Select **all** expressions that are equivalent to $3 + w + w + w$. A. $3(1 + w)$ B. $3 + 3w$ C. $3+w^3$ D. $3w^3$ **Answer Choices:** Answer choices will be algebraic expressions. Distractors will include confusing the meaning of sum, term, product, factor, quotient, and coefficient and/or the properties of operations. At least two expressions must be correct. **Rubric:** (1 point) Student selects all of the correct expressions (e.g., B and C; A and B). **Response Type:** Multiple Choice, multiple correct response

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Expressions and Equations**

Target E [m]: Apply and extend previous understandings of arithmetic to algebraic expressions. (DOK 1)

Tasks for this target will ask students to write and evaluate expressions (numerical expressions with whole-number exponents; algebraic expressions; and expressions arising from formulas in real-world problems). Other tasks will ask students to identify or generate equivalent expressions using understanding of properties or operations.

Standards: 6.EE.A, 6.EE.A.1, 6.EE.A.2, 6.EE.A.3, 6.EE.A.4	**6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions.** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.* **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 5.OA.A, 5.OA.A.1, 5.OA.A.2	**Related Grade 5 Standards** **5.OA.A Write and interpret numerical expressions.** **5.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

7.EE.A, 7.EE.A.1, 7.EE.A.2	**Related Grade 7 Standards** **7.EE.A Use properties of operations to generate equivalent expressions.** **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7.EE.A.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
DOK Levels:	1, 2
Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target E: Apply and extend previous understandings of arithmetic to algebraic expressions.	**Level 1** Students should be able to evaluate numerical expressions without exponents; write one- or two-step numerical expressions; and identify parts of an expression, using terms (e.g., coefficient, term, sum, product, difference, quotient, factor).
	Level 2 Students should be able to evaluate numerical expressions with nonnegative integer exponents that do not need to be distributed across a set of parentheses. They should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that do not contain exponents. They should also be able to write one- and two-step algebraic expressions that introduce a variable and identify equivalent expressions.
	Level 3 Students should be able to write and evaluate numerical expressions with nonnegative integer exponents and expressions from formulas in real-world problems, and they should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that include nonnegative integer exponents. They should be able to apply properties of operations to generate equivalent expressions.
	Level 4 Students should be able to apply the understanding of the properties of operations and use the properties to show why two expressions are equivalent.
Evidence Required:	1. The student evaluates numerical expressions involving whole-number exponents. 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. 3. The student uses mathematical terms to describe expressions. 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. 5. The student creates equivalent expressions by applying properties of operations. 6. The student identifies when expressions are equivalent by utilizing properties of operations.
Allowable Response Types:	Multiple Choice, multiple correct response; Equation/Numeric; Drag and Drop
Allowable Stimulus Materials:	

Construct-Relevant Vocabulary:	sum, product, quotient, difference, negative, term, factor, coefficient, expression, algebraic expression, numerical expression, order of operations, distributive property, associative property, commutative property
Allowable Tools:	None
Target-Specific Attributes:	Only whole-number exponents can be used in items that involve the use of exponents.
Non-Targeted Constructs:	Parentheses when the student is applying the use of real-world problems or properties of operations. Distributive property of multiplication over addition. Associative property. Commutative property. Properties of addition and multiplication.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]

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[2] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Task Model 1 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **Evidence Required:** 1. The student evaluates numerical expressions involving whole-number exponents. **Tools:** None	**Prompt Features:** The student is prompted to evaluate numerical expressions involving exponents. **Stimulus Guidelines:** • Expressions contain at least four numbers and one multiplication/division symbol. • Parentheses may be utilized to change the order of operations. • Expression should not be properly computed by simply going from left to right. • Numbers in expressions should be positive rational numbers. • Exponents should be whole numbers. • Answers should be positive numbers (up to hundredths, if a decimal). **TM1** **Stimulus:** The student is presented with a numerical expression with exponents. **Example Stem:** Enter the value of $3^3 \bullet 7^2 - 8 \div 4$. **Rubric:** (1 point) Student enters the correct value for the expression (e.g., 1321). **Response Type:** Equation/Numeric

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2a** Write expressions that record operations with numbers and with letters standing for numbers. **Evidence Required:** 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. **Tools:** None	**Prompt Features:** The student is prompted to write an expression to represent a given verbal description of that expression. **Stimulus Guidelines:** • Expressions should be one- or two-step problems. • Exponents should be whole numbers. • Numbers in expressions should be positive rational numbers. • Item difficulty can be adjusted via these example methods: o Students write a numeric expression with exponents. o Students write an algebraic expression/formula without exponents. o Students write an algebraic expression/formula with exponents. **TM2** **Stimulus:** The student is presented with a verbal numerical expression with exponents or verbal algebraic expression with or without exponents. **Example Stem 1:** Enter a numerical expression that represents the sum of eight squared and thirty-two. **Example Stem 2:** Enter an algebraic expression that represents eight times the sum of *y* squared and twenty-eight. **Rubric:** (1 point) Student enters a correct numerical/algebraic expression for the given verbal expression (e.g., $8^2 + 32$; $8(y^2 + 28)$). **Response Type:** Equation/Numeric

Task Model 3 **Response Type: Multiple Choice, multiple correct response** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **Evidence Required:** 3. The student uses mathematical terms to describe expressions. **Tools:** None **Version 3 Update:** Revised the options for example stem for TM3a. Retired TM3b.	**Prompt Features:** The student is prompted to use mathematical terms to describe an expression. **Stimulus Guidelines:** • Mathematical terms include sum, term, product, factor, quotient, and coefficient. • Exponents used should be whole numbers. • Numbers in expressions should be rational numbers. • Item difficulty can be adjusted by presenting expressions that contain parentheses. **TM3a:** **Stimulus:** The student is presented with a numerical or algebraic expression. **Example Stem:** Select **all** the statements that correctly describe the expression $4^3 \bullet (8w - 7)$. A. 3 is a factor of the expression. B. The difference of 8w and 7 is a factor of the expression. C. The expression represents the product of 4^3 and $8w - 7$. D. The expression represents the difference of $4^3 \bullet 8w$ and 7. **Answer Choices:** Answer choices should be statements that include the following vocabulary: sum, term, product, factor, quotient, and coefficient. Distractors will include confusing the meaning of sum, term, product, factor, quotient, and coefficient. At least two statements must be correct. **Rubric:** (1 point) Student selects all the correct statements (e.g., B and C). **Response Type:** Multiple Choice, multiple correct response

Task Model 4 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.2c** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). **Evidence Required:** 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. **Tools:** None **Version 3 Update:** Added new example stem 4 to TM4.	**Prompt Features:** The student is prompted to find the value of a given expression. **Stimulus Guidelines:** • Expression cannot be properly computed by simply going from left to right. • Numbers in expressions should be rational numbers. • If used, exponents should be whole numbers. • Item difficulty can be adjusted via these example methods: o Students enter the value of an algebraic expression without fractions/decimals or exponents. o Students enter the value of an algebraic expression with exponents and no fractions/decimals. o Students enter the value of an algebraic expression that contains fractions/decimals. o Students enter the value of an algebraic expression that contains fractions/decimals and exponents. **TM4** **Stimulus:** The student is presented with an algebraic expression and specific values for variables in the expression. **Example Stem 1:** The formula $C = \frac{5}{9}(F - 32)$ is used to convert degrees Fahrenheit (F) to degrees Celsius (C). Enter the temperature, in degrees Celsius (C), equal to 113 degrees Fahrenheit (F). **Example Stem 2:** Enter the value of $2 \bullet y - 8 \div 4$ when $y = 7$. **Example Stem 3:** Enter the value of $3^3 \bullet y^2 - 8 \div 4$ when $y = 7$. **Example Stem 4:** A baker uses the expression $5.75c + 3.45p$ to calculate his profit when he sells c cakes and p pies. What is the baker's profit, in dollars, when he sells 33 cakes and 42 pies? **Rubric:** (1 point) Student enters the correct value for the expression or formula (e.g., 45; 12; 1321; 334.65). Units should be assumed from the problem. **Response Type:** Equation/Numeric

Task Model 5 **Response Type: Equation / Numeric** **DOK Level 2** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **Evidence Required:** 5. The student creates equivalent expressions by applying properties of operations. **Tools:** None	**Prompt Features:** The student is prompted to create equivalent expressions based on given parameters. **Stimulus Guidelines:** • Expressions could contain one or two variables. • For expressions in the form $a(bx + cy)$, b and c do not have a common factor. • The correct answer choice will use properties of operations to generate an equivalent expression. **TM5a** **Stimulus:** The student is presented with an algebraic expression or an incomplete algebraic expression. **Example Stem 1:** Consider this expression: $3(2x + 5y)$. Enter an expression that shows the **sum of exactly two terms** that is equivalent to $3(2x + 5y)$. **Example Stem 2:** An equivalent expression to $6x + 15y$ can be written as the product of two factors. One of the factors is 3. Enter the **second factor** that will result in $6x + 15y$ when the two factors are multiplied. **Rubric:** (1 point) Student enters the correct algebraic expression (e.g., $6x + 15y$; $2x + 5y$). **Response Type:** Equation/Numeric

Task Model 5 **Response Type: Drag and Drop** **DOK Level 2** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **Evidence Required:** 5. The student creates equivalent expressions by applying properties of operations. **Tools:** None **Accessibility Note:** Drag and Drop items are not currently able to be Brailled. Minimize the number of items developed to this TM.	**Prompt Features:** The student is prompted to use given parameters to create an expression that is equivalent to a given expression. **Stimulus Guidelines:** • For expressions in the form $a(bx + cy)$, b and c do not have a common factor. • Blanks represent terms; at least two blanks should be provided. • Expressions could contain one or two variables. • If expressions are in the form $ax + by$, then they must have a common factor greater than one. • Item difficulty can be adjusted via these example methods: o Students enter an equivalent expression that represents a given expression. o Students enter missing parts of an equivalent expression that represents a given expression. **TM5b** **Stimulus:** The student is presented with an expression and the parameters to create an equivalent expression. **Example Stem 1:** Consider this equation. $3(2x + 5y) = \square + \square$ Drag an expression into each box to create an expression equivalent to $3(2x + 5y)$. **Example Stem 2:** Consider this equation. $6x + \square = 3(\square + 5)$ Drag an expression into each box to create a true equation. **Interaction:** Students will use the drag-and-drop feature to place expressions in the boxes. A palette will be given on the left-hand side with 8–12 terms. Snap-to feature should be used and Delete tool needs to be provided. **Rubric:** (1 point) Student correctly creates an equivalent expression (e.g., $6x$ and $15y$; 15 and $2x$). **Response Type:** Drag and Drop

Task Model 6 **Response Type: Multiple Choice, multiple correct response** **DOK Level 2** **6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* $y + y + y$ *and* $3y$ *are equivalent because they name the same number regardless of which number y stands for.* **Evidence Required:** 6. The student identifies when expressions are equivalent by utilizing properties of operations. **Tools:** None	**Prompt Features:** The student is prompted to identify equivalent expressions. **Stimulus Guidelines:** • If used, exponents should be whole numbers. • Item difficulty can be adjusted via these example methods: o Having multiple correct answers increases the difficulty. o Expressions can involve the distributive property or just combining or expanding terms. **TM6** **Stimulus:** The student is presented with an algebraic expression. **Example Stem 1:** Select **all** expressions that are equivalent to $4(3x + 6y)$. A. $12x + 6y$ B. $12x + 24y$ C. $2(6x + 12y)$ D. $4(12x+24y)$ **Example Stem 2:** Select **all** expressions that are equivalent to $3 + w + w + w$. A. $3(1 + w)$ B. $3 + 3w$ C. $3+w^3$ D. $3w^3$ **Answer Choices:** Answer choices will be algebraic expressions. Distractors will include confusing the meaning of sum, term, product, factor, quotient, and coefficient and/or the properties of operations. At least two expressions must be correct. **Rubric:** (1 point) Student selects all of the correct expressions (e.g., B and C; A and B). **Response Type:** Multiple Choice, multiple correct response

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Expressions and Equations**

Target F [m]: Reason about and solve one-variable equations and inequalities. (DOK Levels 1, 2)

Tasks for this target will ask students to solve and write one-variable equations and inequalities, some of which provide substitution of given numbers as an entry point to a solution.

Claim 3 tasks will tap into students' abilities to explain that there are infinitely many solutions to an inequality (some connecting the content of this target to 6.NS Target C).

Standards: 6.EE.B, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8	**6.EE.B Reason about and solve one-variable equations and inequalities.** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers. **6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 5.OA.A, 5.OA.A.2 7.EE.B, 7.EE.B.3, 7.EE.B.4	**Related Grade 5 Standards** **5.OA.A Write and interpret numerical expressions.** **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Related Grade 7 Standards** **7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** **7.EE.B.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar*

	9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve real-world problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve real-word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*
DOK Levels:	1, 2
Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target F: Reason about and solve one-variable equations and inequalities.	**Level 1** Students should be able to use substitution to determine when a given number makes an equation or inequality true.
	Level 2 Students should be able to solve one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. They should be able to identify and use variables when writing equations.
	Level 3 Students should be able to write one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. They should be able to reason about and solve equations and inequalities by writing and graphing their solutions on a number line.
	Level 4 Students should be able to solve equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are rational numbers. They should be able to write and graph solutions on the number line.
Evidence Required:	1. The student uses substitution in one-variable equations and inequalities. 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. 3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.
Allowable Response Types:	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Drag and Drop; Equation/Numeric; Matching Tables
Allowable Stimulus Materials:	
Construct-Relevant Vocabulary:	variable, equation, inequality, solution, solution set

Allowable Tools:	None
Target-Specific Attributes:	p, q, and x must all represent nonnegative rational numbers when solving equations of the form $x + p = q$ and $px = q$
Non-Targeted Constructs:	Parentheses when the student is applying the use of real-world problems. Properties of addition and multiplication.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]
Development Notes:	Claim 3 tasks will tap into a student's ability to explain inequalities as a set of infinitely many solutions (some connecting the content of this target to 6.NS Target C).

[1] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

[2] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Task Model 1 **Response Type: Multiple Choice, multiple correct response** **DOK Level 1** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **Evidence Statement:** 1. The student uses substitution in one-variable equations and inequalities. **Tools:** None	**Prompt Features:** The student is prompted to identify equations that have a given solution. **Stimulus Guidelines:** The student is presented with a solution and one equation per answer choice. • Equations are one-step equations in the form $x + p = q$ or $px = q$ in which p, q, and x must all represent nonnegative rational numbers. • Item difficulty can be adjusted via these example methods: o p and q are whole numbers. o At least one number is a decimal to the hundredths. o At least one number is a fraction or mixed number. **TM1a** **Example Stem:** Select **all** equations that have $x = 3$ as a solution. A. $x + 7 = 10$ B. $3 + x = 3$ C. $x \bullet 3 = 1$ D. $4 \bullet x = 12$ **Answer Choices:** Answer choices will be equations in the form $x + p = q$ or $px = q$, in which p and q must represent nonnegative rational numbers. Distractors will include confusing addition, subtraction, multiplication, or division, computation errors, and/or incorrect substitution. At least two equations must be correct. **Rubric:** (1 point) Student selects all the correct equations (e.g., A and D). **Response Type:** Multiple Choice, multiple correct response

Task Model 1 **Response Type: Multiple Choice, multiple correct response** **DOK Level 2** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **Evidence Statement:** 1. The student uses substitution in one-variable equations and inequalities. **Tools:** None **Version 3 Update:** Revised TM1a example stem 1 and added new example stem 2. Revised TM1c.	**Prompt Features:** The student is prompted to use substitution to identify a solution set for an inequality. **Stimulus Guidelines:** • Inequalities should be in the form $x > c$ or $x < c$ where c must represent a rational number. • Item difficulty can be adjusted via these example methods: o c is an integer. o c is a decimal to the hundredths. o c is a fraction or mixed number. **TM1b** **Stimulus:** The student is presented with a solution set and one inequality per answer choice. **Example Stem 1:** Select **all** inequalities that include 0 in the solution set. A. $x > -4.24$ B. $x < -5.5$ C. $x > -5.13$ D. $x < 4.5$ **Example Stem 2:** Select **all** inequalities that include all numbers less than -6 in the solution set. A. $x > -4.24$ B. $x < -5.5$ C. $x > -5.13$ D. $x < 4.5$ **Answer Choices:** Answer choices will be inequalities in the form $x > c$ or $x < c$. Distractors will include misinterpreting the inequality symbols and/or not all the values in a given set satisfy the inequality. At least two inequalities must be correct. **Rubric:** (1 point) Student selects all the correct inequalities (e.g., A,C,D; B,D). **TM1c** **Stimulus:** The student is presented with a one-variable inequality. **Example Stem:** Select **all** the values that satisfy the inequality $x < 7\frac{1}{2}$. A. $x = -8$ B. $x = -7$ C. $x = 7$ D. $x = 8$ **Rubric:** (1 point) Student selects all the correct sets of numbers (e.g., A, B and C). **Response Type:** Multiple Choice, multiple correct response

Task Model 1

Response Type: Matching Tables

DOK Level 2

6.EE.B.5
Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Evidence Statement:
1. The student uses substitution in one-variable equations and inequalities.

Tools: None

Prompt Features: The student is prompted to use substitution to identify multiple solutions to one-variable inequalities.

Stimulus Guidelines: The student is presented with a one-variable inequality.

- Inequalities should be in the form $x > c$ or $x < c$ in which c must represent a rational number.
- The table may include four to five values.
- Item difficulty can be adjusted by varying the types of numbers used as values in the table (e.g., positive and negative integers, fractions, decimals).

TM1d
Example Stem: Consider the inequality $x > 7$.

Determine whether each value of x makes this inequality true. Select Yes or No for each value.

x	Yes	No
22		
-7		
13		
5		
-39		

Rubric: (1 point) Student correctly determines whether all five values make the inequality true (e.g., Y, N, Y, N, N).

Response Type: Matching Tables

Task Model 2 **Response Type: Multiple Choice, single correct response** **DOK Level 1** **6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to identify one-variable inequalities in real-world and mathematical problems. **Stimulus Guidelines:** The student is presented with verbal constraints in a real-world or mathematical problem involving one-variable inequalities. • Inequalities should be in the form $x > c$, $x < c$, $c > x$, or $c < x$ in which c must represent a rational number. • Context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2a** **Example Stem:** John is planning to put a rectangular pool in his backyard. The length (l) of the pool must be greater than 24 feet and the width (w) must be less than 14 feet. Select the pair of inequalities that models the possible measurements for each dimension. A. $l > 14$ and $w < 24$ B. $l > 24$ and $w < 14$ C. $24 > l$ and $14 > w$ D. $24 < l$ and $14 < w$ **Answer Choices:** Each answer choice will be two inequalities in the form $x > c$, $x < c$, $c > x$, or $c < x$. Distractors will include misinterpreting the inequality symbols and/or incorrect placement of variable and numerical terms. **Rubric:** (1 point) Student selects the correct inequality pair (e.g., B). **Response Type:** Multiple Choice, single correct response

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 2** **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to solve one-variable equations in mathematical and real-world contexts. **Stimulus Guidelines:** The student is presented with a one-variable equation of the form $x + p = q$ or $px = q$ in context. • p and q must represent nonnegative rational numbers • If used, context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2b** **Example Stem:** Julia has some peaches**.** She gathers 6 more peaches. She now has 58 peaches. **Part A**: In the first box, enter an **equation** to represent the number of peaches, p, that Julia has before she gathers 6 more peaches. **Part B:** In the second box, enter the **number** of peaches represented by p in this situation. **Rubric:** (2 points) Student enters the correct equation (e.g., $p + 6 = 58$) and the correct solution (e.g., 52). (1 point) Student enters the correct equation or the correct solution. **Response Type:** Equation/Numeric (2 response boxes)

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to write or solve one-variable equations in mathematical and real-world contexts. **Stimulus Guidelines:** • Equations should be in the form $x + p = q$ or $px = q$, where p and q must represent nonnegative rational numbers. • If used, context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2c** **Stimulus:** The student is presented with an equation in a mathematical context. **Example Stem:** The sum of 32 and n is equal to 59.13. Enter the equation described in the sentence. **Rubric:** (1 point) Student enters a correct equation (e.g., $32 + n = 59.13$ or equivalent). **Response Type:** Equation/Numeric **TM2d** **Stimulus:** The student is presented with an equation containing an unknown variable. **Example Stem:** Enter the value of y that makes the given equation true. $y + 3\frac{2}{9} = 5\frac{5}{6}$. **Rubric:** (1 point) Student enters the correct value (e.g., $2\frac{11}{18}$). **Response Type:** Equation/Numeric

Task Model 3

Response Type: Multiple Choice, single correct response

DOK Level 1

6.EE.B.8
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Evidence Statement:
3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.

Tools: None

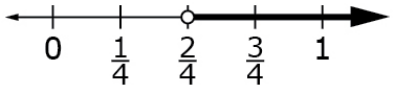
Prompt Features: The student is prompted to identify a number line that represents the solution to a one-variable inequality presented in a mathematical or real-world context.

Stimulus Guidelines: The student is presented with a one-variable inequality in a mathematical or real-world context.

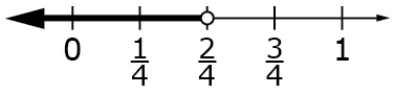
- Inequalities should be in the form $x > c$ *or* $x < c$ in which c must represent a rational number.
- Number lines should have evenly spaced tick marks.
- If used, context should be familiar to students 11 to 13 years old.
- Item difficulty can be adjusted via these example methods, but are not limited to these methods:
  - c is a whole number; number line has integers labeled.
  - c is an integer; number line has integers labeled.
  - c is a fraction.
  - c is a decimal.

TM3a
Example Stem: Select the number line that represents all solutions of $x < -\frac{2}{4}$.

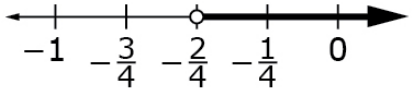
A.



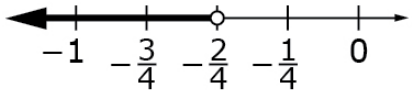
B.



C.



D.



Rubric: (1 point) Student selects the correct number line (e.g., D).

Response Type: Multiple Choice, single correct response

Task Model 3

Response Type: Drag and Drop

DOK Level 2

6.EE.B.8
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Evidence Statement:
3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.

Tools: None

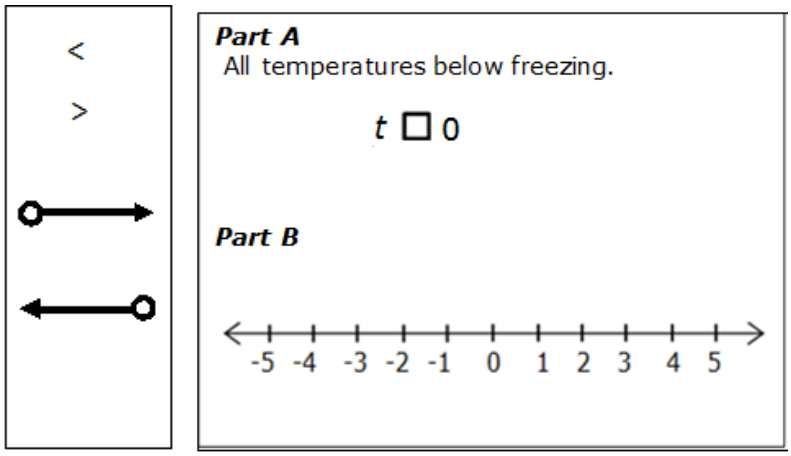
Accessibility Note:
Drag and Drop items are not currently able to be Brailled. Minimize the number of items developed to this TM

Prompt Features: The student is prompted to create and represent, on a number line, a one-variable inequality that corresponds to a verbal constraint in a mathematical or real-world problem.

Stimulus Guidelines: The student is presented with a verbal constraint in a mathematical or real-world problem.

- Inequalities should be in the form $x > c$ or $x < c$ in which c must represent a rational number.
- Drag elements should include: an arrow going to the left with an open circle, an arrow going to the right with an open circle, <, and >.
- Number lines should have evenly spaced tick marks. Each tick mark should have snap-to regions that can fit the circles and arrows.
- Context should be familiar to students 11 to 13 years old.
- Item difficulty can be adjusted via these example methods, but are not limited to these methods:
  - c is a whole number; number line has whole numbers labeled.
  - c is an integer; number line has integers labeled.
  - c is a decimal; number line is appropriately labeled.
  - c is a fraction; number line is appropriately labeled.

TM3b
Example Stem: The freezing point of water is 0 degrees Celsius.



Part A: Drag the correct symbol into the box to create an inequality that describes all temperatures (t) below freezing.

Part B: Drag the correct ray to the number line to represent all temperatures, t, that are below freezing, in degrees Celsius.

Interaction:
Students given Delete tool as well as the following:
Part A

- Students use the drag-and-drop tool to place an inequality symbol in the open box.

Part B

- Students use the drag-and-drop tool to place a ray on the

	number line. • Snap-to feature used at each tick mark on the number line. **Rubric:** (1 point) Student places the correct inequality symbol in the box and places the correct ray at the proper location on the number line. **Response Type:** Drag and Drop

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Expressions and Equations**

Target F [m]: Reason about and solve one-variable equations and inequalities. (DOK Levels 1, 2)

Tasks for this target will ask students to solve and write one-variable equations and inequalities, some of which provide substitution of given numbers as an entry point to a solution.

Claim 3 tasks will tap into students' abilities to explain that there are infinitely many solutions to an inequality (some connecting the content of this target to 6.NS Target C).

Standards: 6.EE.B, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8	**6.EE.B Reason about and solve one-variable equations and inequalities.** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers. **6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 5.OA.A, 5.OA.A.2 7.EE.B, 7.EE.B.3, 7.EE.B.4	**Related Grade 5 Standards** **5.OA.A Write and interpret numerical expressions.** **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Related Grade 7 Standards** **7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** **7.EE.B.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar*

	9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve real-world problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve real-word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*
DOK Levels:	1, 2
Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target F: Reason about and solve one-variable equations and inequalities.	**Level 1** Students should be able to use substitution to determine when a given number makes an equation or inequality true.
	Level 2 Students should be able to solve one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. They should be able to identify and use variables when writing equations.
	Level 3 Students should be able to write one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. They should be able to reason about and solve equations and inequalities by writing and graphing their solutions on a number line.
	Level 4 Students should be able to solve equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are rational numbers. They should be able to write and graph solutions on the number line.
Evidence Required:	1. The student uses substitution in one-variable equations and inequalities. 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. 3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.
Allowable Response Types:	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Drag and Drop; Equation/Numeric; Matching Tables
Allowable Stimulus Materials:	
Construct-Relevant Vocabulary:	variable, equation, inequality, solution, solution set

Allowable Tools:	None
Target-Specific Attributes:	p, q, and x must all represent nonnegative rational numbers when solving equations of the form $x + p = q$ and $px = q$
Non-Targeted Constructs:	Parentheses when the student is applying the use of real-world problems. Properties of addition and multiplication.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]
Development Notes:	Claim 3 tasks will tap into a student's ability to explain inequalities as a set of infinitely many solutions (some connecting the content of this target to 6.NS Target C).

[1] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

[2] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Task Model 1 **Response Type: Multiple Choice, multiple correct response** **DOK Level 1** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **Evidence Statement:** 1. The student uses substitution in one-variable equations and inequalities. **Tools:** None	**Prompt Features:** The student is prompted to identify equations that have a given solution. **Stimulus Guidelines:** The student is presented with a solution and one equation per answer choice. • Equations are one-step equations in the form $x + p = q$ or $px = q$ in which p, q, and x must all represent nonnegative rational numbers. • Item difficulty can be adjusted via these example methods: o p and q are whole numbers. o At least one number is a decimal to the hundredths. o At least one number is a fraction or mixed number. **TM1a** **Example Stem:** Select **all** equations that have $x = 3$ as a solution. A. $x + 7 = 10$ B. $3 + x = 3$ C. $x \bullet 3 = 1$ D. $4 \bullet x = 12$ **Answer Choices:** Answer choices will be equations in the form $x + p = q$ or $px = q$, in which p and q must represent nonnegative rational numbers. Distractors will include confusing addition, subtraction, multiplication, or division, computation errors, and/or incorrect substitution. At least two equations must be correct. **Rubric:** (1 point) Student selects all the correct equations (e.g., A and D). **Response Type:** Multiple Choice, multiple correct response

Task Model 1 **Response Type: Multiple Choice, multiple correct response** **DOK Level 2** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **Evidence Statement:** 1. The student uses substitution in one-variable equations and inequalities. **Tools:** None **Version 3 Update:** Revised TM1a example stem 1 and added new example stem 2. Revised TM1c.	**Prompt Features:** The student is prompted to use substitution to identify a solution set for an inequality. **Stimulus Guidelines:** • Inequalities should be in the form $x > c$ or $x < c$ where c must represent a rational number. • Item difficulty can be adjusted via these example methods: o c is an integer. o c is a decimal to the hundredths. o c is a fraction or mixed number. **TM1b** **Stimulus:** The student is presented with a solution set and one inequality per answer choice. **Example Stem 1:** Select **all** inequalities that include 0 in the solution set. A. $x > -4.24$ B. $x < -5.5$ C. $x > -5.13$ D. $x < 4.5$ **Example Stem 2:** Select **all** inequalities that include all numbers less than -6 in the solution set. A. $x > -4.24$ B. $x < -5.5$ C. $x > -5.13$ D. $x < 4.5$ **Answer Choices:** Answer choices will be inequalities in the form $x > c$ or $x < c$. Distractors will include misinterpreting the inequality symbols and/or not all the values in a given set satisfy the inequality. At least two inequalities must be correct. **Rubric:** (1 point) Student selects all the correct inequalities (e.g., A,C,D; B,D). **TM1c** **Stimulus:** The student is presented with a one-variable inequality. **Example Stem:** Select **all** the values that satisfy the inequality $x < 7\frac{1}{2}$. A. $x = -8$ B. $x = -7$ C. $x = 7$ D. $x = 8$ **Rubric:** (1 point) Student selects all the correct sets of numbers (e.g., A, B and C). **Response Type:** Multiple Choice, multiple correct response

Task Model 1

Response Type: Matching Tables

DOK Level 2

6.EE.B.5
Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Evidence Statement:
1. The student uses substitution in one-variable equations and inequalities.

Tools: None

Prompt Features: The student is prompted to use substitution to identify multiple solutions to one-variable inequalities.

Stimulus Guidelines: The student is presented with a one-variable inequality.

- Inequalities should be in the form $x > c$ or $x < c$ in which c must represent a rational number.
- The table may include four to five values.
- Item difficulty can be adjusted by varying the types of numbers used as values in the table (e.g., positive and negative integers, fractions, decimals).

TM1d
Example Stem: Consider the inequality $x > 7$.

Determine whether each value of x makes this inequality true. Select Yes or No for each value.

x	Yes	No
22		
-7		
13		
5		
-39		

Rubric: (1 point) Student correctly determines whether all five values make the inequality true (e.g., Y, N, Y, N, N).

Response Type: Matching Tables

Task Model 2 **Response Type: Multiple Choice, single correct response** **DOK Level 1** **6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to identify one-variable inequalities in real-world and mathematical problems. **Stimulus Guidelines:** The student is presented with verbal constraints in a real-world or mathematical problem involving one-variable inequalities. • Inequalities should be in the form $x > c$, $x < c$, $c > x$, or $c < x$ in which c must represent a rational number. • Context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2a** **Example Stem:** John is planning to put a rectangular pool in his backyard. The length (l) of the pool must be greater than 24 feet and the width (w) must be less than 14 feet. Select the pair of inequalities that models the possible measurements for each dimension. A. $l > 14$ and $w < 24$ B. $l > 24$ and $w < 14$ C. $24 > l$ and $14 > w$ D. $24 < l$ and $14 < w$ **Answer Choices:** Each answer choice will be two inequalities in the form $x > c$, $x < c$, $c > x$, or $c < x$. Distractors will include misinterpreting the inequality symbols and/or incorrect placement of variable and numerical terms. **Rubric:** (1 point) Student selects the correct inequality pair (e.g., B). **Response Type:** Multiple Choice, single correct response

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 2** **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to solve one-variable equations in mathematical and real-world contexts. **Stimulus Guidelines:** The student is presented with a one-variable equation of the form $x + p = q$ or $px = q$ in context. • p and q must represent nonnegative rational numbers • If used, context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2b** **Example Stem:** Julia has some peaches**.** She gathers 6 more peaches. She now has 58 peaches. **Part A**: In the first box, enter an **equation** to represent the number of peaches, p, that Julia has before she gathers 6 more peaches. **Part B:** In the second box, enter the **number** of peaches represented by p in this situation. **Rubric:** (2 points) Student enters the correct equation (e.g., $p + 6 = 58$) and the correct solution (e.g., 52). (1 point) Student enters the correct equation or the correct solution. **Response Type:** Equation/Numeric (2 response boxes)

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to write or solve one-variable equations in mathematical and real-world contexts. **Stimulus Guidelines:** • Equations should be in the form $x + p = q$ or $px = q$, where p and q must represent nonnegative rational numbers. • If used, context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2c** **Stimulus:** The student is presented with an equation in a mathematical context. **Example Stem:** The sum of 32 and n is equal to 59.13. Enter the equation described in the sentence. **Rubric:** (1 point) Student enters a correct equation (e.g., $32 + n = 59.13$ or equivalent). **Response Type:** Equation/Numeric **TM2d** **Stimulus:** The student is presented with an equation containing an unknown variable. **Example Stem:** Enter the value of y that makes the given equation true. $y + 3\frac{2}{9} = 5\frac{5}{6}$. **Rubric:** (1 point) Student enters the correct value (e.g., $2\frac{11}{18}$). **Response Type:** Equation/Numeric

Task Model 3

Response Type: Multiple Choice, single correct response

DOK Level 1

6.EE.B.8
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Evidence Statement:
3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.

Tools: None

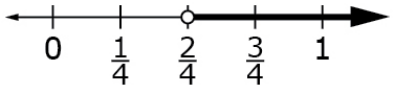
Prompt Features: The student is prompted to identify a number line that represents the solution to a one-variable inequality presented in a mathematical or real-world context.

Stimulus Guidelines: The student is presented with a one-variable inequality in a mathematical or real-world context.

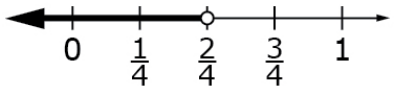
- Inequalities should be in the form $x > c$ *or* $x < c$ in which c must represent a rational number.
- Number lines should have evenly spaced tick marks.
- If used, context should be familiar to students 11 to 13 years old.
- Item difficulty can be adjusted via these example methods, but are not limited to these methods:
  - c is a whole number; number line has integers labeled.
  - c is an integer; number line has integers labeled.
  - c is a fraction.
  - c is a decimal.

TM3a
Example Stem: Select the number line that represents all solutions of $x < -\frac{2}{4}$.

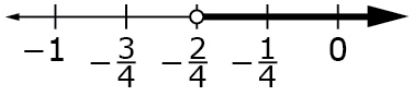
A.



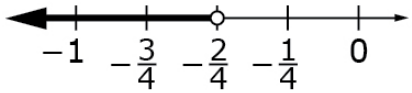
B.



C.



D.



Rubric: (1 point) Student selects the correct number line (e.g., D).

Response Type: Multiple Choice, single correct response

Task Model 3

Response Type: Drag and Drop

DOK Level 2

6.EE.B.8
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Evidence Statement:
3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.

Tools: None

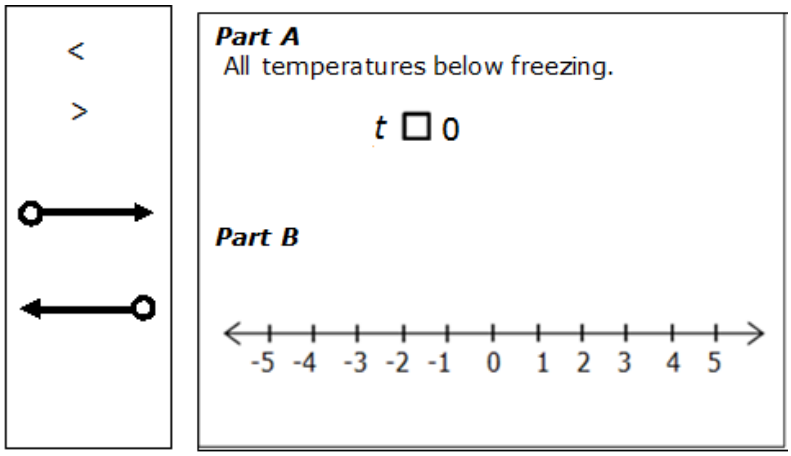
Accessibility Note:
Drag and Drop items are not currently able to be Brailled. Minimize the number of items developed to this TM

Prompt Features: The student is prompted to create and represent, on a number line, a one-variable inequality that corresponds to a verbal constraint in a mathematical or real-world problem.

Stimulus Guidelines: The student is presented with a verbal constraint in a mathematical or real-world problem.

- Inequalities should be in the form $x > c$ or $x < c$ in which c must represent a rational number.
- Drag elements should include: an arrow going to the left with an open circle, an arrow going to the right with an open circle, <, and >.
- Number lines should have evenly spaced tick marks. Each tick mark should have snap-to regions that can fit the circles and arrows.
- Context should be familiar to students 11 to 13 years old.
- Item difficulty can be adjusted via these example methods, but are not limited to these methods:
  - c is a whole number; number line has whole numbers labeled.
  - c is an integer; number line has integers labeled.
  - c is a decimal; number line is appropriately labeled.
  - c is a fraction; number line is appropriately labeled.

TM3b
Example Stem: The freezing point of water is 0 degrees Celsius.



Part A: Drag the correct symbol into the box to create an inequality that describes all temperatures (t) below freezing.

Part B: Drag the correct ray to the number line to represent all temperatures, t, that are below freezing, in degrees Celsius.

Interaction:
Students given Delete tool as well as the following:
Part A

- Students use the drag-and-drop tool to place an inequality symbol in the open box.

Part B

- Students use the drag-and-drop tool to place a ray on the

	number line. • Snap-to feature used at each tick mark on the number line. **Rubric:** (1 point) Student places the correct inequality symbol in the box and places the correct ray at the proper location on the number line. **Response Type:** Drag and Drop

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Expressions and Equations**

Target F [m]: Reason about and solve one-variable equations and inequalities. (DOK Levels 1, 2)

Tasks for this target will ask students to solve and write one-variable equations and inequalities, some of which provide substitution of given numbers as an entry point to a solution.

Claim 3 tasks will tap into students' abilities to explain that there are infinitely many solutions to an inequality (some connecting the content of this target to 6.NS Target C).

Standards: 6.EE.B, 6.EE.B.5, 6.EE.B.6, 6.EE.B.7, 6.EE.B.8	**6.EE.B Reason about and solve one-variable equations and inequalities.** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **6.EE.B.6** Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q, and x are all nonnegative rational numbers. **6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 5.OA.A, 5.OA.A.2 7.EE.B, 7.EE.B.3, 7.EE.B.4	**Related Grade 5 Standards** **5.OA.A Write and interpret numerical expressions.** **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.* **Related Grade 7 Standards** **7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations.** **7.EE.B.3** Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar*

	9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. **7.EE.B.4** Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve real-world problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?* b. Solve real-word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.*
DOK Levels:	1, 2
Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target F: Reason about and solve one-variable equations and inequalities.	**Level 1** Students should be able to use substitution to determine when a given number makes an equation or inequality true.
	Level 2 Students should be able to solve one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. They should be able to identify and use variables when writing equations.
	Level 3 Students should be able to write one-variable equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are nonnegative rational numbers. They should be able to reason about and solve equations and inequalities by writing and graphing their solutions on a number line.
	Level 4 Students should be able to solve equations and inequalities of the form $x + p = \leq/\geq/</> q$ or $px = \leq/\geq/</> q$, where p and q are rational numbers. They should be able to write and graph solutions on the number line.
Evidence Required:	1. The student uses substitution in one-variable equations and inequalities. 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. 3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.
Allowable Response Types:	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Drag and Drop; Equation/Numeric; Matching Tables
Allowable Stimulus Materials:	
Construct-Relevant Vocabulary:	variable, equation, inequality, solution, solution set

Allowable Tools:	None
Target-Specific Attributes:	p, q, and x must all represent nonnegative rational numbers when solving equations of the form $x + p = q$ and $px = q$
Non-Targeted Constructs:	Parentheses when the student is applying the use of real-world problems. Properties of addition and multiplication.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]
Development Notes:	Claim 3 tasks will tap into a student's ability to explain inequalities as a set of infinitely many solutions (some connecting the content of this target to 6.NS Target C).

[1] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

[2] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Task Model 1 **Response Type: Multiple Choice, multiple correct response** **DOK Level 1** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **Evidence Statement:** 1. The student uses substitution in one-variable equations and inequalities. **Tools:** None	**Prompt Features:** The student is prompted to identify equations that have a given solution. **Stimulus Guidelines:** The student is presented with a solution and one equation per answer choice. • Equations are one-step equations in the form $x + p = q$ or $px = q$ in which p, q, and x must all represent nonnegative rational numbers. • Item difficulty can be adjusted via these example methods: o p and q are whole numbers. o At least one number is a decimal to the hundredths. o At least one number is a fraction or mixed number. **TM1a** **Example Stem:** Select **all** equations that have $x = 3$ as a solution. A. $x + 7 = 10$ B. $3 + x = 3$ C. $x \bullet 3 = 1$ D. $4 \bullet x = 12$ **Answer Choices:** Answer choices will be equations in the form $x + p = q$ or $px = q$, in which p and q must represent nonnegative rational numbers. Distractors will include confusing addition, subtraction, multiplication, or division, computation errors, and/or incorrect substitution. At least two equations must be correct. **Rubric:** (1 point) Student selects all the correct equations (e.g., A and D). **Response Type:** Multiple Choice, multiple correct response

Task Model 1 **Response Type: Multiple Choice, multiple correct response** **DOK Level 2** **6.EE.B.5** Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. **Evidence Statement:** 1. The student uses substitution in one-variable equations and inequalities. **Tools:** None **Version 3 Update:** Revised TM1a example stem 1 and added new example stem 2. Revised TM1c.	**Prompt Features:** The student is prompted to use substitution to identify a solution set for an inequality. **Stimulus Guidelines:** • Inequalities should be in the form $x > c$ or $x < c$ where c must represent a rational number. • Item difficulty can be adjusted via these example methods: o c is an integer. o c is a decimal to the hundredths. o c is a fraction or mixed number. **TM1b** **Stimulus:** The student is presented with a solution set and one inequality per answer choice. **Example Stem 1:** Select **all** inequalities that include 0 in the solution set. A. $x > -4.24$ B. $x < -5.5$ C. $x > -5.13$ D. $x < 4.5$ **Example Stem 2:** Select **all** inequalities that include all numbers less than -6 in the solution set. A. $x > -4.24$ B. $x < -5.5$ C. $x > -5.13$ D. $x < 4.5$ **Answer Choices:** Answer choices will be inequalities in the form $x > c$ or $x < c$. Distractors will include misinterpreting the inequality symbols and/or not all the values in a given set satisfy the inequality. At least two inequalities must be correct. **Rubric:** (1 point) Student selects all the correct inequalities (e.g., A,C,D; B,D). **TM1c** **Stimulus:** The student is presented with a one-variable inequality. **Example Stem:** Select **all** the values that satisfy the inequality $x < 7\frac{1}{2}$. A. $x = -8$ B. $x = -7$ C. $x = 7$ D. $x = 8$ **Rubric:** (1 point) Student selects all the correct sets of numbers (e.g., A, B and C). **Response Type:** Multiple Choice, multiple correct response

Task Model 1

Response Type: Matching Tables

DOK Level 2

6.EE.B.5
Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.

Evidence Statement:
1. The student uses substitution in one-variable equations and inequalities.

Tools: None

Prompt Features: The student is prompted to use substitution to identify multiple solutions to one-variable inequalities.

Stimulus Guidelines: The student is presented with a one-variable inequality.

- Inequalities should be in the form $x > c$ or $x < c$ in which c must represent a rational number.
- The table may include four to five values.
- Item difficulty can be adjusted by varying the types of numbers used as values in the table (e.g., positive and negative integers, fractions, decimals).

TM1d
Example Stem: Consider the inequality $x > 7$.

Determine whether each value of x makes this inequality true. Select Yes or No for each value.

x	Yes	No
22		
-7		
13		
5		
-39		

Rubric: (1 point) Student correctly determines whether all five values make the inequality true (e.g., Y, N, Y, N, N).

Response Type: Matching Tables

Task Model 2 **Response Type: Multiple Choice, single correct response** **DOK Level 1** **6.EE.B.8** Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to identify one-variable inequalities in real-world and mathematical problems. **Stimulus Guidelines:** The student is presented with verbal constraints in a real-world or mathematical problem involving one-variable inequalities. • Inequalities should be in the form $x > c$, $x < c$, $c > x$, or $c < x$ in which c must represent a rational number. • Context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2a** **Example Stem:** John is planning to put a rectangular pool in his backyard. The length (l) of the pool must be greater than 24 feet and the width (w) must be less than 14 feet. Select the pair of inequalities that models the possible measurements for each dimension. A. $l > 14$ and $w < 24$ B. $l > 24$ and $w < 14$ C. $24 > l$ and $14 > w$ D. $24 < l$ and $14 < w$ **Answer Choices:** Each answer choice will be two inequalities in the form $x > c$, $x < c$, $c > x$, or $c < x$. Distractors will include misinterpreting the inequality symbols and/or incorrect placement of variable and numerical terms. **Rubric:** (1 point) Student selects the correct inequality pair (e.g., B). **Response Type:** Multiple Choice, single correct response

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 2** **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to solve one-variable equations in mathematical and real-world contexts. **Stimulus Guidelines:** The student is presented with a one-variable equation of the form $x + p = q$ or $px = q$ in context. • p and q must represent nonnegative rational numbers • If used, context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2b** **Example Stem:** Julia has some peaches**.** She gathers 6 more peaches. She now has 58 peaches. **Part A**: In the first box, enter an **equation** to represent the number of peaches, p, that Julia has before she gathers 6 more peaches. **Part B:** In the second box, enter the **number** of peaches represented by p in this situation. **Rubric:** (2 points) Student enters the correct equation (e.g., $p + 6 = 58$) and the correct solution (e.g., 52). (1 point) Student enters the correct equation or the correct solution. **Response Type:** Equation/Numeric (2 response boxes)

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.B.7** Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers. **Evidence Statement:** 2. The student writes one-variable equations and inequalities and solves one-variable equations in real-world and mathematical problems. **Tools:** None	**Prompt Features:** The student is prompted to write or solve one-variable equations in mathematical and real-world contexts. **Stimulus Guidelines:** • Equations should be in the form $x + p = q$ or $px = q$, where p and q must represent nonnegative rational numbers. • If used, context should be familiar to students 11 to 13 years old. • Item difficulty can be adjusted by varying the types of numbers used as values (e.g., positive and negative integers, fractions, decimals). **TM2c** **Stimulus:** The student is presented with an equation in a mathematical context. **Example Stem:** The sum of 32 and n is equal to 59.13. Enter the equation described in the sentence. **Rubric:** (1 point) Student enters a correct equation (e.g., $32 + n = 59.13$ or equivalent). **Response Type:** Equation/Numeric **TM2d** **Stimulus:** The student is presented with an equation containing an unknown variable. **Example Stem:** Enter the value of y that makes the given equation true. $y + 3\frac{2}{9} = 5\frac{5}{6}$. **Rubric:** (1 point) Student enters the correct value (e.g., $2\frac{11}{18}$). **Response Type:** Equation/Numeric

Task Model 3

Response Type: Multiple Choice, single correct response

DOK Level 1

6.EE.B.8
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Evidence Statement:
3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.

Tools: None

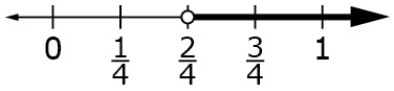
Prompt Features: The student is prompted to identify a number line that represents the solution to a one-variable inequality presented in a mathematical or real-world context.

Stimulus Guidelines: The student is presented with a one-variable inequality in a mathematical or real-world context.

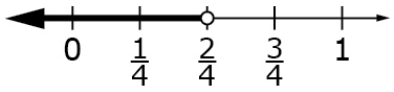
- Inequalities should be in the form $x > c$ *or* $x < c$ in which c must represent a rational number.
- Number lines should have evenly spaced tick marks.
- If used, context should be familiar to students 11 to 13 years old.
- Item difficulty can be adjusted via these example methods, but are not limited to these methods:
  - c is a whole number; number line has integers labeled.
  - c is an integer; number line has integers labeled.
  - c is a fraction.
  - c is a decimal.

TM3a
Example Stem: Select the number line that represents all solutions of $x < -\frac{2}{4}$.

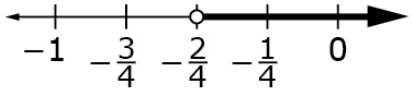
A.



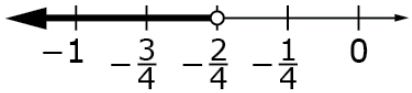
B.



C.



D.



Rubric: (1 point) Student selects the correct number line (e.g., D).

Response Type: Multiple Choice, single correct response

Task Model 3

Response Type: Drag and Drop

DOK Level 2

6.EE.B.8
Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.

Evidence Statement:
3. The student represents solutions of inequalities in real-world and mathematical problems on a number line.

Tools: None

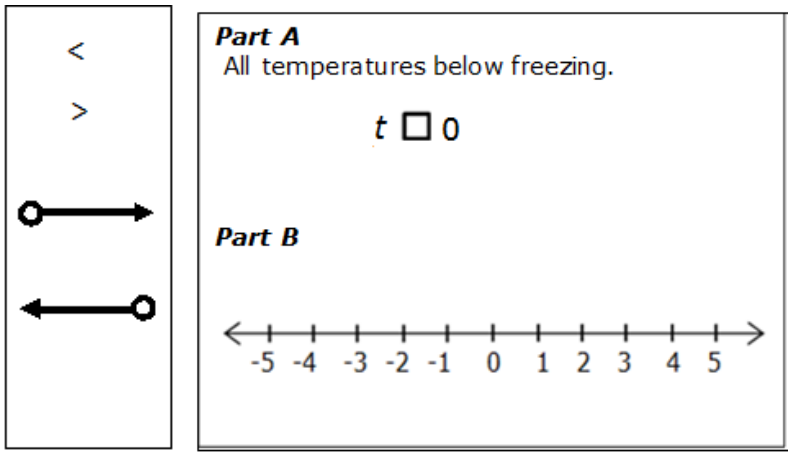
Accessibility Note:
Drag and Drop items are not currently able to be Brailled. Minimize the number of items developed to this TM

Prompt Features: The student is prompted to create and represent, on a number line, a one-variable inequality that corresponds to a verbal constraint in a mathematical or real-world problem.

Stimulus Guidelines: The student is presented with a verbal constraint in a mathematical or real-world problem.

- Inequalities should be in the form $x > c$ or $x < c$ in which c must represent a rational number.
- Drag elements should include: an arrow going to the left with an open circle, an arrow going to the right with an open circle, <, and >.
- Number lines should have evenly spaced tick marks. Each tick mark should have snap-to regions that can fit the circles and arrows.
- Context should be familiar to students 11 to 13 years old.
- Item difficulty can be adjusted via these example methods, but are not limited to these methods:
  - c is a whole number; number line has whole numbers labeled.
  - c is an integer; number line has integers labeled.
  - c is a decimal; number line is appropriately labeled.
  - c is a fraction; number line is appropriately labeled.

TM3b
Example Stem: The freezing point of water is 0 degrees Celsius.



Part A: Drag the correct symbol into the box to create an inequality that describes all temperatures (t) below freezing.

Part B: Drag the correct ray to the number line to represent all temperatures, t, that are below freezing, in degrees Celsius.

Interaction:
Students given Delete tool as well as the following:
Part A

- Students use the drag-and-drop tool to place an inequality symbol in the open box.

Part B

- Students use the drag-and-drop tool to place a ray on the

	number line. • Snap-to feature used at each tick mark on the number line. **Rubric:** (1 point) Student places the correct inequality symbol in the box and places the correct ray at the proper location on the number line. **Response Type:** Drag and Drop

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.C****. Apply and extend previous understandings of numbers to the system of rational numbers.* CCSS.Math.Content.6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. CCSS.Math.Content.6.NS.C.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. CCSS.Math.Content.6.NS.C.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
Content Limits	Rational numbers Plotting of points in the coordinate plane should include some negative values (not just first quadrant)
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Draw and Drag and Drop
Math Practice Cluster	PC1, PC2. PC3
DOK	2, 3

Model Task	
Context	Items at this standard should not have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 2	1. Locate rational numbers on the number line.	• Graphic response	x	x		
	2. Plot points on the coordinate plane.	• Graphic response	x	x		
	3. Identify the opposite of a number, including the opposite of a negative number.	• Equation response		x		
DOK 3	4. Identify opposites, locate opposites on a number line and plot points on a coordinate grid for abstract values represented by variables	• Graphic response • Equation response	x	x	x	

Example	
Context	Include graphing rational numbers on a number line. Limit rational numbers to same representation. Include graphing integer points in quadrants II and/or IV For Task Demand 4, involve two abstract problems
Context easier	Limit to integer values on the number line. Include graphing integer points in quadrants I and III For Task Demand 4, involve one abstract problem
Context more difficult	Include placing multiple rational numbers on the number line represented in different forms (fractions, decimals, etc.). Graph coordinates with non-integer values on the coordinate plane. For Task Demand 4, involve three abstract problems

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	What is the opposite of -5?	Easy	PC2	Equation response	DOK 2 because identifying the opposite of a number.

					Easy difficulty because limited to integer values.
	Use the Add Point tool to plot (-2, -3) on the coordinate plane.	Easy	PC1	Graphic response	DOK 2 because graphing points on the coordinate plane. Easy difficulty because point is in quadrant III and item limited to integer values.
	Use the Add Point tool to plot a point on the number line that is the opposite of 2.5.	Medium	PC1	Graphic response	DOK 2 because identifying the opposite of a number and representing that value on a number line. Medium difficulty because value is not an integer.
	Use the Add Point tool to graph (-2.5, .5) on the coordinate plane.	Hard	PC1	Graphic response	DOK 2 because graphing points on the coordinate plane. Hard difficulty because coordinates are rational numbers.
	Four values are shown. $< -\frac{2}{4}$, 1.6, -2.25, $3\ \frac{3}{4}>$ Drag each value to its correct location on the number line.	Hard	PC1	Graphic response	DOK 2 because plotting rational number on the number line. Hard difficulty because non-integer values are included and multiple representations.

DOK 3	A value *x* is shown on the number line. Drag the point to the number line to show the location of -*x*. [number line with *x* labeled, and preplaced palette image of a point labeled "-*x*" - no numbers except 0 on the number line]	Easy	1,2,3	Graphic response	DOK 3 because the student is dealing with abstract values. Easy difficulty because it involves one abstract value.
	A value *x* is shown on the number line. Drag the two points to the number line to show the locations of -*x* and -(-*x*).	Medium	1,2,3	Graphic response	DOK 3 because the student is dealing with abstract values. Easy difficulty because it involves two abstract values.
	A point (*a*, *b*) is shown on the coordinate grid. Drag the three points to their correct locations on the coordinate grid. [three points labeled (*a*, -*b*), (-*a*, *b*) and (-*a*, -*b*); no scale on the coordinate grid]	Hard	1,2,3	Graphic response	DOK 3 because the student is dealing with abstract values. Easy difficulty because it involves three abstract values.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content. 6.NS.C*** *Apply and extend previous understandings of numbers to the system of rational numbers.* CCSS.Math.Content.6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
Content Limits	Positive and negative whole numbers Do not use polygons/vertices for this standard Do not exceed 10x10 coordinate grid, though scales can vary
Calculator	None
Acceptable Response Mechanisms	Equation response Grid Response - Graphing
Math Practice Cluster	PC1, PC3
DOK	2, 3

Model Task	
Context	Required for Task Demand 3

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Identify the location of a point that is a specified distance from another point.	• Equation response • Graphic response	x		x	
	2. Calculate the distance between two points.	• Equation response • Graphic response	x		x	

DOK 3	3. Solve problems related to location and distance in the coordinate plane.	• Equation response • Graphic response	x		x	

Example	
Context	The city of Glendale wants to build a new library that is 5 blocks away from the bank. The coordinate plane is given for plotting points or calculating distance.
Context easier	Work with coordinates in the same quadrant.
Context more difficult	Work with coordinates on opposite sides of the *x* or *y*-axis. No coordinate plane is given

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Two points are shown. (4, -6) (9, -6) What is the distance between the two points?	Easy	PC3	Equation response	DOK 2 because calculating the distance between two points. Easy difficulty because the coordinate plane is shown and both points are in quadrant I.
	Point A is shown on the coordinate grid. Use the Add Point tool to plot four points that are all 7 units away from point A.	Medium	PC3	Graphic Response	DOK 2 because identifying the location of a point. Medium difficulty because the coordinate plane is shown and the points are in different quadrants

	What is the value of the *x*-coordinate that is 9 units to the left of (5,-8)?	Hard	PC1	Equation response	DOK 2 because identifying the location of a point. Hard difficulty because no coordinate plane is given and points are in quadrants III and IV.
DOK 3	A map of a town is shown. *A map is shown on the coordinate plane with the following landmarks: School (8,5); Store (1,5); Bank (-4,-1); and Park (3,-1).* The town wants to build a new library that is 5 blocks away from the park and 6 blocks away from the school. Use the Add Point tool to plot the location where the library should be built.				DOK 2 because the student is solving a problem within a context. Medium difficulty because the coordinate plane is shown and the points are in quadrants II and III.

Content Standard	***CCSS.Math.Content.6.RP*** *Ratios and Proportional Relationships.* ***CCSS.Math.Content.6.RP.****A Understand ratio concepts and use ratio reasoning to solve problems.* CCSS.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. CCSS.Math.Content.6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. CCSS.Math.Content.6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* CCSS.Math.Content.6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. CCSS.Math.Content.6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Content Limits	Whole numbers except when identifying a unit rate. Rates can be expressed as fractions, with ":" or with words. Units can be the same or different across the two quantities. Percent found as a rate per 100.
Calculator	Basic
Acceptable Response Mechanisms	Equation response Table response Graphic response- Draw, DND Multiple choice response
Math Practice Cluster	PC1, PC2, PC3

DOK	2, 3

Model Task	
Context	Allowable, specifically for Task Demands 3 and 5-8

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Generate tables of equivalent ratios. (a,b)	• Equation response • Fill-in Table	x	x	x	
	2. Plot ordered pairs of equivalent ratios. (a)	• Graphic response – Draw	x	x	x	
	3. Solve a unit rate problem by finding a missing quantity based on that unit rate. (b)	• Equation response	x	x	x	
	4. Given a unit rate, add to a set to create an equivalent ratio.	• Graphic response - DND	x	x	x	
	5. Find a specified percent of a given quantity. (c)	• Equation response • Multiple Choice	x		x	
	6. Find a total quantity from a given quantity that is a percent of the whole. (c)	• Equation response • Multiple Choice	x		x	
	7. Apply a unit rate as a conversion factor to transform units when multiplying or dividing quantities. (d)	• Equation response • Multiple Choice • Graphic Response-DND	x	x	x	
DOK 3	8. Given two criteria based on unit rates (part-to-part and/or part-to-whole), create a set of objects that satisfies both criteria	• Graphic response – Drag and Drop	x	x	x	

Example	
Context	Generally, one number in the given ratio is single-digit

<table>
<tr><td></td><td colspan="5">10% (percentages built on this)</td></tr>
<tr><td>Context easier</td><td colspan="5">Use numbers in the ratio that divide evenly (compatible), or are multiples of 10

Generally, both numbers in the given ratio are single-digit

75%, 50%, 25%</td></tr>
<tr><td>Context more difficult</td><td colspan="5">Generally, both numbers in the given rate are double-digit

Use numbers that are not compatible

All whole number percentages</td></tr>
<tr><td>Item Models</td><td>Sample Item</td><td>Difficulty</td><td>PC</td><td>Response Mechanism</td><td>Notes, Comments</td></tr>
<tr><td rowspan="2">DOK 1</td><td>A paint mixture uses a specific blue to green ratio.

Complete the table using the ratio given.

<table><tr><th colspan="2">Paint Mixture</th></tr><tr><th>Blue Paint</th><th>Green Paint</th></tr><tr><td>2</td><td>5</td></tr><tr><td>4</td><td></td></tr><tr><td>5</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>9</td><td></td></tr></table></td><td>Medium</td><td>1, 2</td><td>Table response</td><td>This is DOK 2 because the student is generating a table of equivalent ratios.

It is medium because while the student is presented with single-digit numbers, they are not compatible.</td></tr>
<tr><td>A table of equivalent ratios is shown.

[table with (2, 20), (4, 40), (6, 60) and (8, 80)]</td><td>Easy</td><td>1,3</td><td>Graphic response - Draw</td><td>This is DOK 2 because the student is plotting pairs.

It is easy because the pairs and rate are multiples of 10.</td></tr>
</table>

	Use the Add Point tool to plot these points on the coordinate grid.				
	Tom knows that, in his school, 10 out of every 85 students are left-handed. There are 391 students in Tom's school. How many students in Tom's school are left-handed?	Hard	2,3	Equation	This is DOK 2 because the student is solving a problem using a unit rate. It is hard because there are many double-digit numbers, and 85 and 10 are not compatible.
DOK 2	Charlene has a jar of marbles, as shown. [jar of 2 red marbles and 3 green marbles] She wants to add marbles to the jar so that the ratio of red marbles to green marbles is 4 to 2. Drag marbles into the jar to show one way Charlene could do this.	Easy	2,3	Graphic response - Drag and drop	This is DOK 2 because the student is adding to a set to achieve a specified ratio. It is easy because 4 and 2 are compatible, and the student only has to add one color of marble.
	The standard length of film on a film reel is 300 meters. On the first day of shooting a movie, a director uses 30% of the film in one reel. How long is the strip of film that was used?	Medium	1	Equation	This is DOK 2 because the student is finding a specified percent of a given quantity. It is medium because the percent is a multiple of 10%.

	Sam is taking a trip to another town. He has traveled 33 miles, and knows that 55% of his trip is complete. How many total miles is Sam's trip?	Hard	1, 2	Equation	This is DOK 2 because the student is finding a specified percent of a given quantity. It is medium because the percent is not a multiple of 10% or divisible by 25%.
DOK 3	Charlene has a jar of marbles, as shown. [jar of 2 red marbles and 3 green marbles] She wants to add marbles to the jar so that the two statements are true. • The ratio of red to green marbles is 4:3. • The ratio of ratio of red marbles to total marbles is 4:7. Drag marbles into the jar to show how Charlene could do this.	Medium	PC1	Graphic response - DND	This is DOK 3 because the student is creating a set to fit two criteria. It is medium because while the numbers given are single-digit, they are not compatible.

Content Standard	***CCSS.Math.Content.6.EE*** *Expressions and Equations* ***CCSS.Math.Content.6.EE.C*** *Represent and analyze quantitative relationships between dependent and independent variables.* CCSS.Math.Content.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. *For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.*
Content Limits	Equation of the form $y=px$ or $y=x+p$. Positive rational numbers (zero can be used in graph and table)
Calculator	Basic
Acceptable Response Mechanisms	Equation response Graphic response - Drawing - May require graphing a solution Multiple choice response Multi-select response Table response
Math Practice Cluster	PC1, PC2, PC3
DOK	2, 3

Model Task	
Context	Context is required.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 2	1. Identify or model the relationship between an independent and a dependent variable by constructing or referring to a graph or a table, or by reviewing an equation.	• Graphic response • Equation response • Multiple choice response • Multi-select response • Table response	X	X	X	
DOK 3	2. Construct an equation that represents the relationship between the independent and dependent variables in a context or from a graph or table.	• Equation response	X	X	X	

Example	
Context	Evan is saving money for a trip with friends.
Context easier	Use whole numbers Relationships of the form $y = x + b$ Information is presented so that the slope/intercept value can be directly seen
Context more difficult	Use rational numbers Relationships of the form $y = bx$ Information is presented so that the slope/intercept value must be derived

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	The length of a caterpillar in millimeters, y, after x weeks is shown. $y = 2 + x$ Which statement is true?	Easy	1	Multiple choice response	This is DOK 2 because the student is identifying the relationship between two variables. It is easy because a whole number is used, the equation is in the form $y = x$

	A. The length is always 2 times the number of weeks. B. The number of weeks is always 2 times the length. C. The length is always 2 more than the number of weeks. D. The number of weeks is always 2 more than the length.				+ *b*, and the intercept term is evident in the equation.
	Eric is saving money for a trip. He starts with $0, and saves the same amount of money each week. At the end of three weeks, he has saved $45. Complete the table to show his savings after each week. [table with 1, 2, 3, 4 in the weeks column, and 45 filled in for 3 in the savings column]	Medium	1,2	Table response	This is DOK 2 because the student is constructing a table to show the relationship between two variables. It is medium because whole numbers are used, but the equation is in the form *y* = *bx* , and the slope term must be derived.
	Eric is saving money for a trip. He starts with $0, and saves the same amount of money each week. At the end of four weeks, he has saved $45. Use the Add Point tool to plot his total savings at the end of each of 5 weeks.	Hard	1,2	Graphic response	This is DOK 2 because the student is constructing a graph to show the relationship between two variables. It is hard because the slope term is rational, the equation is in the form *y* = *bx* , and the slope term must be derived.

	[graph with 0 to 5 weeks on the horizontal axis, and total savings on the vertical axis]				
DOK 3	Mark and Carol are saving money for a trip. Carol always has $10 more dollars saved than Mark. Create an equation that shows Carol's savings, *c*, in terms of Mark's savings, *m*.	Easy	2,3	Equation response	This is DOK 3 because the student is creating an equation to show the relationship between two variables. It is easy because a whole number is used, the equation is in the form $y = x + b$, and the intercept term is given.
	The table shows the total savings for Mark and Carol at the end of 5 consecutive weeks. [table that shows weeks 1-5, with Mark's savings and Carol's savings, where Mark's saving are always $7.50 more than Carol's] Create an equation that can be used to determine Mark's total savings, *m*, in terms of Carol's total savings, *c*.	Medium	2,3	Equation response	This is DOK 3 because the student is creating an equation to show the relationship between two variables. It is medium while the equation is in the form $y = x + b$ and the intercept term is given, some rational numbers are used.
	Mark creates a graph that shows his total savings at the end of several weeks.	Hard	2, 3	Table response	This is DOK 3 because the student is creating an equation to show the relationship between two variables.

	[graph with several points plotted, none of which are for consecutive weeks, and some of which show rational values along the vertical axis] Create an equation that represents Mark's total savings, y, at the end of x weeks.				It is medium the equation is in the form $y = bx$, the slope term must be derived, some rational numbers are used.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.B*** *Compute fluently with multi-digit numbers and find common factors and multiples* CCSS.Math.Content.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.
Content Limits	5-digit dividend by 2-digit divisor and 4-digit dividend by 2- or 3-digit divisor
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response
Math Practice Cluster	PC2, PC3
DOK	1

Model Task

Context	No context

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Calculate the quotient of 2 numbers.	• Equation response • Multiple choice response		x	x	

Example

Context	$1602 \div 178 = 9$ 5 digit dividend by 2 digit divisor and 4 digit dividend by 3 digit divisor
Context easier	2 digit divisor and 4 digit dividend and only the dividend or divisor is rational

Context more difficult	Quotient requires the student to look at the dividend or part of the dividend as a whole Quotient includes a zero in the middle of nonzero values.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	An expression is shown. $2925 \div 15$ What is the value of the expression?	Easy	3	Equation response	DOK 1 because calculating the quotient of 2 numbers. Easy difficulty because 2 digit divisor and 4 digit dividend and only the dividend or divisor is rational.
	An expression is shown. $1608 \div 268$ What is the value of the expression?	Hard	3	Equation response	DOK I because calculating the quotient of 2 numbers. Quotient requires the student to look at the dividend or part of the dividend as a whole, and quotient includes a zero in the middle of nonzero values.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.B*** *Compute fluently with multi-digit numbers and find common factors and multiples* CCSS.Math.Content.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
Content Limits	Rational numbers only
Calculator	None
Acceptable Response Mechanisms	Equation response
Math Practice Cluster	PC3
DOK	1

Model Task

Context	No context

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Perform calculations involving all 4 operations.	• Equation response			x	

Example

Context	Include multiplication and division. Permit value up to the hundredths place. Included limited carrying and/or borrowing.
Context easier	Restrict the operations to addition and subtraction. Restrict decimals to tenths.

	Include values that do not require carrying or borrowing.				
Context more difficult	Permit value up to thousandths place. Use multiple operations in a single problem. Increase the amount of carrying and/or borrowing required.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	An expression is shown. 2312.2 + 3.4 What is the value of the expression?	Easy	PC3	Equation response	DOK 1 because recalling the standard algorithm for multiplication. Easy difficulty because adding decimal numbers to tenths with no borrowing/carrying.
	An expression is shown. 590.92 – 219.38 What is the value of the expression?	Medium	PC3	Equation response	DOK 1 because recalling the standard algorithm for subtraction. Medium difficulty because subtracting numbers to hundredths, with borrowing/carrying required
	An expression is shown. $462.06 \div 5.1 + 100.384$ What is the value of the expression?	Hard	PC2	Equation response	DOK 1 because recalling the standard algorithm for addition, subtraction, multiplication, and division. Hard difficulty multiple operations and decimal to the thousandth.

Content Standard	**MA.6.C.3:** Solve real-world problems with positive fractions and decimals by using one or two operations.
Content Limits	Items should not deal with area or volume. Least common multiples should be less than 50 (ideally, should be able to be determined mentally).
Construct-Relevant Vocabulary	decimal, fraction, operation
Recommended Response Mechanisms (Item Types)	Equation Response Multiple Choice
DOK	2
Model Task	
Context	Context Required
Allowable Stimulus Material	N/A
Evidence Statements	
Students calculate the sum/difference/product/quotient of fractions/decimals in a word problem.	
Students find the missing number in a word problem that requires adding/subtracting/multiplying/dividing.	
Sample Item	
Taria walked $2\frac{1}{2}$ miles on Tuesday. She walked 3.4 miles on Wednesday. How many **total** miles did she walk on Tuesday and Wednesday? Rubric: • 5.9, or any equivalent value	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	N/A for this standard American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content. 6.NS*** *The Number System: apply and extend previous understandings of multiplication and division to divide fractions by fractions.* CCSS.Math.Content.6.NS.C.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?*
Content Limits	*At least the divisor or dividend needs to be a non-unit fraction *Dividing a unit fraction by a whole number or vice versa (e.g., *[1/a] ÷ q* or *q ÷ [1/a]*) is below grade level.
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response
Math Practice Cluster	PC2, PC3
DOK	1, 2

Model Task	
Context	Required for Task Demand 2

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 2	1. Calculate the quotient of two fractions or a non-unit fraction and whole number.	• Equation response • Multiple choice response (for process items where the answer is in terms of *ad*/*bc*)			x	
	2. Use context cues from a story to represent or calculate the quotient of two fractions or a non-unit fraction and whole number.	• Equation response • Multiple choice response		x	x	

Example	
Context	How wide is a rectangular plot of land that has an area of $^3/_2$ km^2 and a length of $^3/_4$ km? Dividing a fraction and improper fraction is medium difficult.
Context easier	Dividing a proper fraction by another proper fraction or a fraction and whole number is easier.
Context more difficult	Dividing a fraction and a mixed number or dividing two mixed numbers is more difficult.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	An expression is shown. $\frac{2}{3} \div 8$ What is the value of the expression?	Easy	3	Equation	DOK 2 because the student is calculating a quotient involving fractions. Easy difficulty because item contains a fraction and a whole number.
	An expression is shown. $\frac{4}{5} \div \frac{8}{7}$	Medium	3	Equation	DOK 2 because the student is calculating a quotient involving fractions.

	What is the value of the expression?				Medium difficulty because item contains a fraction and an improper fraction.
	An expression is shown. $2\frac{1}{4} \div 1\frac{2}{5}$ What is the value of the expression?	Hard	3	Equation	DOK 2 because the student is calculating a quotient involving fractions. Hard difficulty because item contains two mixed numbers.
	A rectangular plot of land has an area of $^3/_2$ km^2 and a length of $^3/_4$ km. What is the width of the plot of land?	Medium	2	Equation	DOK 2 because calculating the quotient with context. Medium difficulty because item contains an improper fraction and a fraction.
	An expression is shown. $\frac{2}{3} \div \frac{3}{4}$ Which problem can be solved using the expression? A. Eric ate 2/3 of a container that holds ¾ cup of yogurt. How much yogurt did Eric eat? B. Eric ate 3/4 of a container that holds 2/3 cup of yogurt.	Easy	2	Multiple choice response	DOK 2 because the student is representing a quotient within a context. Easy difficulty because item contains two proper fractions.

	How much yogurt did Eric eat? C. How many ¾ cup servings are in 2/3 of a cup of yogurt? D. How many 2/3- cup servings are in ¾ cup of yogurt?				

Claim 1: Concepts and Procedures
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Content Domain: **Expressions and Equations**

Target E [m]: Apply and extend previous understandings of arithmetic to algebraic expressions. (DOK 1)

Tasks for this target will ask students to write and evaluate expressions (numerical expressions with whole-number exponents; algebraic expressions; and expressions arising from formulas in real-world problems). Other tasks will ask students to identify or generate equivalent expressions using understanding of properties or operations.

Standards: 6.EE.A, 6.EE.A.1, 6.EE.A.2, 6.EE.A.3, 6.EE.A.4	**6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions.** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2** Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as 5 – y.* b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. *For example, describe the expression 2(8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.* c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). *For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = 1/2.* **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*
Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling: 5.OA.A, 5.OA.A.1, 5.OA.A.2	**Related Grade 5 Standards** **5.OA.A Write and interpret numerical expressions.** **5.OA.A.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.A.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*

7.EE.A, 7.EE.A.1, 7.EE.A.2	**Related Grade 7 Standards** **7.EE.A Use properties of operations to generate equivalent expressions.** **7.EE.A.1** Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. **7.EE.A.2** Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*
DOK Levels:	1, 2
Achievement Level Descriptors:	
RANGE Achievement Level Descriptor (Range ALD) Target E: Apply and extend previous understandings of arithmetic to algebraic expressions.	**Level 1** Students should be able to evaluate numerical expressions without exponents; write one- or two-step numerical expressions; and identify parts of an expression, using terms (e.g., coefficient, term, sum, product, difference, quotient, factor).
	Level 2 Students should be able to evaluate numerical expressions with nonnegative integer exponents that do not need to be distributed across a set of parentheses. They should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that do not contain exponents. They should also be able to write one- and two-step algebraic expressions that introduce a variable and identify equivalent expressions.
	Level 3 Students should be able to write and evaluate numerical expressions with nonnegative integer exponents and expressions from formulas in real-world problems, and they should be able to apply and extend previous understandings of arithmetic to evaluate expressions with variables that include nonnegative integer exponents. They should be able to apply properties of operations to generate equivalent expressions.
	Level 4 Students should be able to apply the understanding of the properties of operations and use the properties to show why two expressions are equivalent.
Evidence Required:	1. The student evaluates numerical expressions involving whole-number exponents. 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. 3. The student uses mathematical terms to describe expressions. 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. 5. The student creates equivalent expressions by applying properties of operations. 6. The student identifies when expressions are equivalent by utilizing properties of operations.
Allowable Response Types:	Multiple Choice, multiple correct response; Equation/Numeric; Drag and Drop
Allowable Stimulus Materials:	

Construct-Relevant Vocabulary:	sum, product, quotient, difference, negative, term, factor, coefficient, expression, algebraic expression, numerical expression, order of operations, distributive property, associative property, commutative property
Allowable Tools:	None
Target-Specific Attributes:	Only whole-number exponents can be used in items that involve the use of exponents.
Non-Targeted Constructs:	Parentheses when the student is applying the use of real-world problems or properties of operations. Distributive property of multiplication over addition. Associative property. Commutative property. Properties of addition and multiplication.
Accessibility Guidance:	Item writers should consider the following Language and Visual Element/Design guidelines[1] when developing items. Language Key Considerations: • Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context • Avoid sentences with multiple clauses • Use vocabulary that is at or below grade level • Avoid ambiguous or obscure words, idioms, jargon, unusual names and references Visual Elements/Design Key Considerations: • Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context • Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary • Avoid crowding of details and graphics Items are selected for a student's test according to the blueprint, which selects items based on Claims and targets, not task models. As such, careful consideration is given to making sure fully accessible items are available to cover the content of every Claim and target, even if some item formats are not fully accessible using current technology.[2]

[1] For more information, refer to the General Accessibility Guidelines at: http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/Guidelines/AccessibilityandAccommodations/GeneralAccessibilityGuidelines.pdf

[2] For more information about student accessibility resources and policies, refer to http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf

Task Model 1 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **Evidence Required:** 1. The student evaluates numerical expressions involving whole-number exponents. **Tools:** None	**Prompt Features:** The student is prompted to evaluate numerical expressions involving exponents. **Stimulus Guidelines:** • Expressions contain at least four numbers and one multiplication/division symbol. • Parentheses may be utilized to change the order of operations. • Expression should not be properly computed by simply going from left to right. • Numbers in expressions should be positive rational numbers. • Exponents should be whole numbers. • Answers should be positive numbers (up to hundredths, if a decimal). **TM1** **Stimulus:** The student is presented with a numerical expression with exponents. **Example Stem:** Enter the value of $3^3 \bullet 7^2 - 8 \div 4$. **Rubric:** (1 point) Student enters the correct value for the expression (e.g., 1321). **Response Type:** Equation/Numeric

Task Model 2 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2a** Write expressions that record operations with numbers and with letters standing for numbers. **Evidence Required:** 2. The student writes numerical expressions involving whole-number exponents, algebraic expressions, and expressions from formulas in real-world problems. **Tools:** None	**Prompt Features:** The student is prompted to write an expression to represent a given verbal description of that expression. **Stimulus Guidelines:** • Expressions should be one- or two-step problems. • Exponents should be whole numbers. • Numbers in expressions should be positive rational numbers. • Item difficulty can be adjusted via these example methods: o Students write a numeric expression with exponents. o Students write an algebraic expression/formula without exponents. o Students write an algebraic expression/formula with exponents. **TM2** **Stimulus:** The student is presented with a verbal numerical expression with exponents or verbal algebraic expression with or without exponents. **Example Stem 1:** Enter a numerical expression that represents the sum of eight squared and thirty-two. **Example Stem 2:** Enter an algebraic expression that represents eight times the sum of *y* squared and twenty-eight. **Rubric:** (1 point) Student enters a correct numerical/algebraic expression for the given verbal expression (e.g., $8^2 + 32$; $8(y^2 + 28)$). **Response Type:** Equation/Numeric

Task Model 3 **Response Type: Multiple Choice, multiple correct response** **DOK Level 1** **6.EE.A.1** Write and evaluate numerical expressions involving whole-number exponents. **6.EE.A.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. **Evidence Required:** 3. The student uses mathematical terms to describe expressions. **Tools:** None **Version 3 Update:** Revised the options for example stem for TM3a. Retired TM3b.	**Prompt Features:** The student is prompted to use mathematical terms to describe an expression. **Stimulus Guidelines:** • Mathematical terms include sum, term, product, factor, quotient, and coefficient. • Exponents used should be whole numbers. • Numbers in expressions should be rational numbers. • Item difficulty can be adjusted by presenting expressions that contain parentheses. **TM3a:** **Stimulus:** The student is presented with a numerical or algebraic expression. **Example Stem:** Select **all** the statements that correctly describe the expression $4^3 \bullet (8w - 7)$. A. 3 is a factor of the expression. B. The difference of 8w and 7 is a factor of the expression. C. The expression represents the product of 4^3 and $8w - 7$. D. The expression represents the difference of $4^3 \bullet 8w$ and 7. **Answer Choices:** Answer choices should be statements that include the following vocabulary: sum, term, product, factor, quotient, and coefficient. Distractors will include confusing the meaning of sum, term, product, factor, quotient, and coefficient. At least two statements must be correct. **Rubric:** (1 point) Student selects all the correct statements (e.g., B and C). **Response Type:** Multiple Choice, multiple correct response

Task Model 4 **Response Type: Equation / Numeric** **DOK Level 1** **6.EE.A.2c** Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). **Evidence Required:** 4. The student evaluates algebraic expressions and expressions from formulas in real-world problems. **Tools:** None **Version 3 Update:** Added new example stem 4 to TM4.	**Prompt Features:** The student is prompted to find the value of a given expression. **Stimulus Guidelines:** • Expression cannot be properly computed by simply going from left to right. • Numbers in expressions should be rational numbers. • If used, exponents should be whole numbers. • Item difficulty can be adjusted via these example methods: o Students enter the value of an algebraic expression without fractions/decimals or exponents. o Students enter the value of an algebraic expression with exponents and no fractions/decimals. o Students enter the value of an algebraic expression that contains fractions/decimals. o Students enter the value of an algebraic expression that contains fractions/decimals and exponents. **TM4** **Stimulus:** The student is presented with an algebraic expression and specific values for variables in the expression. **Example Stem 1:** The formula $C = \frac{5}{9}(F - 32)$ is used to convert degrees Fahrenheit (F) to degrees Celsius (C). Enter the temperature, in degrees Celsius (C), equal to 113 degrees Fahrenheit (F). **Example Stem 2:** Enter the value of $2 \bullet y - 8 \div 4$ when $y = 7$. **Example Stem 3:** Enter the value of $3^3 \bullet y^2 - 8 \div 4$ when $y = 7$. **Example Stem 4:** A baker uses the expression $5.75c + 3.45p$ to calculate his profit when he sells c cakes and p pies. What is the baker's profit, in dollars, when he sells 33 cakes and 42 pies? **Rubric:** (1 point) Student enters the correct value for the expression or formula (e.g., 45; 12; 1321; 334.65). Units should be assumed from the problem. **Response Type:** Equation/Numeric

Task Model 5 **Response Type: Equation / Numeric** **DOK Level 2** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **Evidence Required:** 5. The student creates equivalent expressions by applying properties of operations. **Tools:** None	**Prompt Features:** The student is prompted to create equivalent expressions based on given parameters. **Stimulus Guidelines:** • Expressions could contain one or two variables. • For expressions in the form $a(bx + cy)$, b and c do not have a common factor. • The correct answer choice will use properties of operations to generate an equivalent expression. **TM5a** **Stimulus:** The student is presented with an algebraic expression or an incomplete algebraic expression. **Example Stem 1:** Consider this expression: $3(2x + 5y)$. Enter an expression that shows the **sum of exactly two terms** that is equivalent to $3(2x + 5y)$. **Example Stem 2:** An equivalent expression to $6x + 15y$ can be written as the product of two factors. One of the factors is 3. Enter the **second factor** that will result in $6x + 15y$ when the two factors are multiplied. **Rubric:** (1 point) Student enters the correct algebraic expression (e.g., $6x + 15y$; $2x + 5y$). **Response Type:** Equation/Numeric

Task Model 5 **Response Type: Drag and Drop** **DOK Level 2** **6.EE.A.3** Apply the properties of operations to generate equivalent expressions. *For example, apply the distributive property to the expression 3(2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.* **Evidence Required:** 5. The student creates equivalent expressions by applying properties of operations. **Tools:** None **Accessibility Note:** Drag and Drop items are not currently able to be Brailled. Minimize the number of items developed to this TM.	**Prompt Features:** The student is prompted to use given parameters to create an expression that is equivalent to a given expression. **Stimulus Guidelines:** • For expressions in the form $a(bx + cy)$, b and c do not have a common factor. • Blanks represent terms; at least two blanks should be provided. • Expressions could contain one or two variables. • If expressions are in the form $ax + by$, then they must have a common factor greater than one. • Item difficulty can be adjusted via these example methods: o Students enter an equivalent expression that represents a given expression. o Students enter missing parts of an equivalent expression that represents a given expression. **TM5b** **Stimulus:** The student is presented with an expression and the parameters to create an equivalent expression. **Example Stem 1:** Consider this equation. $3(2x + 5y) = \square + \square$ Drag an expression into each box to create an expression equivalent to $3(2x + 5y)$. **Example Stem 2:** Consider this equation. $6x + \square = 3(\square + 5)$ Drag an expression into each box to create a true equation. **Interaction:** Students will use the drag-and-drop feature to place expressions in the boxes. A palette will be given on the left-hand side with 8–12 terms. Snap-to feature should be used and Delete tool needs to be provided. **Rubric:** (1 point) Student correctly creates an equivalent expression (e.g., $6x$ and $15y$; 15 and $2x$). **Response Type:** Drag and Drop

Task Model 6 **Response Type: Multiple Choice, multiple correct response** **DOK Level 2** **6.EE.A.4** Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). *For example, the expressions* $y + y + y$ *and* $3y$ *are equivalent because they name the same number regardless of which number y stands for.* **Evidence Required:** 6. The student identifies when expressions are equivalent by utilizing properties of operations. **Tools:** None	**Prompt Features:** The student is prompted to identify equivalent expressions. **Stimulus Guidelines:** • If used, exponents should be whole numbers. • Item difficulty can be adjusted via these example methods: o Having multiple correct answers increases the difficulty. o Expressions can involve the distributive property or just combining or expanding terms. **TM6** **Stimulus:** The student is presented with an algebraic expression. **Example Stem 1:** Select **all** expressions that are equivalent to $4(3x + 6y)$. A. $12x + 6y$ B. $12x + 24y$ C. $2(6x + 12y)$ D. $4(12x+24y)$ **Example Stem 2:** Select **all** expressions that are equivalent to $3 + w + w + w$. A. $3(1 + w)$ B. $3 + 3w$ C. $3+w^3$ D. $3w^3$ **Answer Choices:** Answer choices will be algebraic expressions. Distractors will include confusing the meaning of sum, term, product, factor, quotient, and coefficient and/or the properties of operations. At least two expressions must be correct. **Rubric:** (1 point) Student selects all of the correct expressions (e.g., B and C; A and B). **Response Type:** Multiple Choice, multiple correct response

Content Standard	**MA.6.C.6:** Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.
Content Limits	Items should use only nonnegative rational numbers. When using fractions, the least common denominator should be 50 or less. Items should use only whole number exponents. Items should not use nested grouping symbols.
Construct-Relevant Vocabulary	associative properties, commutative properties, distributive property, evaluate, exponents, identity, inverse, justify, order of operations, rational numbers
Recommended Response Mechanisms (Item Types)	Equation Response Hot Text Multi-Select* (limit the number of operands per option) Simple Text Entry Table Matching Text Drag and Drop
DOK	2
Model Task	
Context	Mathematical Context Only
Allowable Stimulus Material	Student's work/reasoning
Evidence Statements	
Students match a property to an equation that displays the property (e.g., distributive property to 2(3 + 4) = 2*3 + 2*4).	
Students evaluate an expression and justify each step.	
Students describe an error in a sample work and evaluate the expression to show the correct work.	
Students apply the order of operations to find the value of an expression.	
Sample Item	
An expression is given. $\frac{(\frac{1}{3})^2}{7} \cdot 2(13-5)$ What is the value of the expression? Rubric: • $\frac{16}{63}$, or any equivalent value	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	N/A for this standard American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.6.SP*** *Statistics and Probability* ***CCSS.Math.Content.6.SP.A*** *Develop understanding of statistical variability* CCSS.Math.Content.6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. *For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.*
Content Limits	Data and contexts should be familiar to students at this grade.
Calculator	Basic
Acceptable Response Mechanisms	Multi-select response Multiple choice response
Math Practice Cluster	PC2
DOK	2

Model Task	
Context	Context is required.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Recognize whether questions are statistical in nature.	• Multi-select • Multiple choice response		x		

Example	
Context	Several questions are shown. Which are statistical questions?
Context easier	Limit to only one correct statistical question. Present data in graph and ask which is the question that could have been asked.

Context more difficult	More than one set of data.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	The bar graph is based on data collected from a sixth grade class. <generic bar graph with four categories - there are no labels> Which question could be asked to generate this data? A. What is your favorite subject?* B. How many students are in 6th grade? C. How many subjects are there in 6th grade? D. What time do classes start?	Easy	2	Multiple choice	This is a DOK 2 item because the student is asked to recognize statistical questions. It is easy because data is provided for the student to reference and there is only one correct answer.
	Kyle is asking questions of students at his school. Select all of the statistical questions. A. What is the name of our school? B. How tall are students in our school?*	Medium	2	Multi-select	This is a DOK 2 item because the student is asked to recognize statistical questions. It is medium because no data is provided for the student to reference.

	C. What is the favorite flavor of ice cream for students?* D. What were the high temperatures this week?* E. What is our school mascot?				
	Two sets of data are shown. <Graph showing last week's high temperatures><Table with high schools from the football season> Select all of the statistical questions based on the data.	Hard	2	Multi-select	This is a DOK 2 item because the student is asked to recognize statistical questions. It is hard because there are multiple sets of data provided for the student to reference.

Content Standard	**CCSS.Math.Content.6.SP** Statistics and Probability **CCSS.Math.Content.6.SP.B** Summarize and describe distributions CCSS.Math.Content.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
Content Limits	Rational numbers Focus should be on dot plots, box plots, and histograms, but other data displays, such as bar graphs, can be used as distractors
Calculator	Basic
Acceptable Response Mechanisms	Graphic Response – Hotspot and drag-and-drop Multiple Choice Response Multi-Select Response
Math Practices	PC1, PC3
DOK	1, 2

Model Task

Context	Allowable – the context should focus on data displayed in various forms.

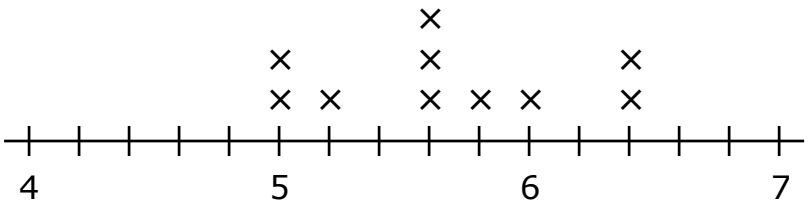
DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify the graph(s) for a given set of data.	• Multiple Choice Response • Multi-Select Response			x	
DOK 2	2. Determine the best and/or appropriate type(s) of graph(s) to display data sets.	• Multiple Choice Response • Multi-Select Response			x	
	3. Create number lines, dot plots, histograms, and/or box plots to display given data.	• Graphic response - hot spot (for dot plots and histograms) • Graphic response - drag and drop	x		x	

Example

Context	Collect data for each family member's age. Use 10-15 data points.

	Focus on histograms.
Context easier	Use 5-10 data values or one graph. Focus on dot plots.
Context more difficult	Use 15-20 data values. User multiple graphs. Focus on box plots.

Content Standard	**MA.6.DS.3:** Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).
Content Limits	Items should not contain box-and-whisker plots.
Construct-Relevant Vocabulary	bar graph, box-and-whisker plot, circle graph, frequency table, histogram, interpret, line plot, statistical question, stem and leaf
Recommended Response Mechanisms (Item Types)	Hot Spot Multiple Choice Multi-Select Simple Text Entry Table Matching
DOK	3
Model Task	
Context	Real-World Context Only
Allowable Stimulus Material	Graphs Tables Lists Plots
Evidence Statements	
Students identify statistical questions.	
Given data, students display data with graphical representations.	
Given a graph, students interpret the data.	
Sample Item	
Ryan weighed 10 potatoes. The weights, in ounces, are given. 6.4, 5.8, 5.6, 5.0, 5.6, 6.4, 5.2, 5.0, 6.0, 5.6 Create a line plot for this data. Rubric:  	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – Neutral
Literacy Considerations	Some context words may be unfamiliar to all students, so those could potentially be glossed. However, construct-relevant words should not be glossed.
Visual and Auditory Considerations	Models will be used in these items, and care should be taken to ensure all models are appropriate for students with visual impairments. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	CCSS.Math.Content.6.SP.B Summarize and describe distributions CCSS.Math.Content.6.SP.B.5 Summarize numerical data sets in relation to their context, such as by: CCSS.Math.Content.6.SP.B.5a Reporting the number of observations. CCSS.Math.Content.6.SP.B.5b Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. CCSS.Math.Content.6.SP.B.5c Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. CCSS.Math.Content.6.SP.B.5d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.
Content Limits	Histograms, dot plots or box plots may be used when appropriate Rational Numbers Mode should not be referred to in any item
Calculator	Basic
Acceptable Response Mechanisms	Equation response Graphic response –hot spot Multiple-choice response Multi-select response Table response
Math Practice Clusters	PC1, PC2, PC3
DOK	1, 2, 3

Model Task	
Context	Required – The context should focus on summarizing and describing distributions.

DOK Demands						
DOK	Task demand	Response mechanism	PC 1	PC 2	PC 3	None

DOK 1	1. Identify measures of center and variability from a given graph.	• Equation Response • Graphic response			x	
	2. Identify the center and/or spread of data set.	• Equation response • Multiple choice • Multi-select	x		x	
DOK 2	3. Identify the number of observations from a data set	• Equation response • Multiple-choice response • Multi-select response	x		x	
	4. Solve problems involving measures of center and spread.	• Equation response	x		X	
	5. Describe overall pattern of a data set including clusters, peaks, and gaps in distributions, within a context.	• Multiple-choice response • Multi-select response		x	x	
DOK 3	6. Create or complete data sets given certain attributes and information about spread of data and/or measure of center.	• Table response • Equation response • Graphic response • Multiple-choice response	x	x		
	7. Draw conclusions about a data set and select the most appropriate measure to answer a question.	• Equation response • Multiple-choice response • Multi-select response	x	x		

Example	
Context	Data is recorded at a school while collecting donations for a food drive. Data analyzed using median and/or mean. Data is in histograms
Context easier	One data set Less data values (fewer than around 10 points) Problems involving range

	Data is in dot plots.				
Context more difficult	More than one data set More data values (more than around 20 points) Problems involving interquartile and mean absolute deviation Data is in box plots				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Tim counts the total number of people who ride the bus each week for 5 weeks. He records the data in the table shown. [table of data] What is the range of the data?	Easy	1	Equation Response	This is a DOK 1 because the student is asked to identify the spread of a data set. It is easy because the student is asked to calculate the range.
	Tim counts the total number of people who ride the bus each week for 5 weeks. He records the data in the table shown. [table of data] What is the median for the set of data?	Medium	1	Equation Response	This is a DOK 1 because the student is asked to identify a measure of center. It is medium because the student is asked to identify the median.
	Jordan uses a data set to create the box plot shown. [box plot]	Hard	1	Equation Response	This is a DOK 1 because the student is asked to identify a measure of center from a given graph.

	What is the interquartile range of the data set?				It is hard because the student is asked to find the interquartile range.
DOK 2	A dot plot shows the number of cans students at Epping Middle School collected for a canned food drive. [dot plot with less than 10 values] How many students donated cans of food?	Easy	1, 3	Equation response	This item is DOK 2 because it requires the student to identify the number of observations in data sets. This item is easy because the data set is less than 10 values.
	Alex found the mean number of food cans that were donated by students for the canned food drive at Epping Middle School. Alex's work is shown. <Graphic showing Alex's work, including dividing the sum by the number of data points> How many students donated food cans?	Medium	1, 3	Equation response	This item is DOK 2 because it requires the student to identify the number of observations in a data set. This item is medium because it displays the data using the mean.
	Becky asked students in her class how many hours they studied for a test. She created the dot plot shown. [dot plot with 20 or more values, one peak at a small	Hard	3	Multiple choice response	This item is DOK 2 because it requires the student to describe a distribution within a context.

	number of hours, and another peak at a large number of hours] Based on the dot plot, which statement is true? [key - Most students studied either studied a lot or very little]				It is hard because the data set contains more than 20 data values.
	Tim counts the total number of people who ride the bus each week for 5 weeks. [A partial table of data is shown for weeks 1-5] The range for the set of data is 12. What is the minimum number of passengers to ride during the 5 weeks?	Easy	1	Equation Response	This is a DOK 2 because the student is asked to solve a problem about the measure of center. It is easy because the student is asked to solve a problem involving the range of a set of data.
	Tim counts the total number of people who ride the bus each week for 5 weeks. [table of data] How many more people need to ride the bus on week 6 to increase the mean number of riders per week by 10?	Medium	3	Equation Response	This is a DOK 2 because the student is asked to solve a problem about the measure of center. It is medium because the student is asked to solve a problem involving the mean of a set of data.

DOK 3	Elsie asked her friends how many cans of food each of them collected for the school food drive. Her data is shown in the dot plot. [dot plot with less than 10 data points - the maximum is skewed so that median is clearly the best measure of center] Which measure is the most appropriate to describe the center of the data set?	Easy	1, 2	Multiple-choice response	This item is DOK 3 because it requires the student to select the most appropriate measure of center for the data set. It is easy because the data is in a dot plot.
	Elsie asked her friends how many cans of food each of them collected for the school food drive. Her data is shown in the histogram. [histogram - the maximum is skewed so that interquartile range is clearly the best measure of center] Which measure is the most appropriate to describe the spread of the data set?	Medium	1, 2	Multiple-choice response	This item is DOK 3 because it requires the student to compare the measures of center of two data sets. It is medium because the data is in a histogram.

	Elsie asked her friends how many cans of food each of them collected for the school food drive. Her data is shown in the box plot. [boxplot shown] Click above the number line to create a dot plot that could represent Elsie's data.	Hard	1, 2	Hot spot response	This item is DOK 3 because it requires the student to create a data display based on parameters. It is hard because the parameters are given as part of a box plot.
	Paul created a data set. • There are 8 data points. • The median of the data set is 5. Complete the table to show a possible data set that Paul created.	Medium	1,2	Table response	This item is DOK 3 because it requires the student to create a data set based on parameters. It is medium because the parameter is median.

Content Standard	**MA.6.GM.1:** Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.
Content Limits	The conversion formula must be included in the item stem. *Length* • 1 kilometer ≈ 0.62 mile • 1 meter ≈ 3.28 feet • 1 meter ≈ 1.09 yards • 1 meter ≈ 39.37 inches • 1 centimeter ≈ 0.39 inch • 1 mile ≈ 1.61 kilometers • 1 foot ≈ 0.30 meter • 1 yard ≈ 0.91 meter • 1 inch ≈ 2.54 centimeters *Volume* • 1 liter ≈ 1.06 quarts • 1 liter ≈ 0.26 gallon • 1 gallon ≈ 3.79 liters • 1 quart ≈ 0.95 liter • 1 fluid ounce ≈ 29.57 milliliters *Mass* • 1 kilogram ≈ 2.20 pounds • 1 gram ≈ 0.04 ounce

	• 1 pound ≈ 0.45 kilogram • 1 ounce ≈ 28.35 grams Items should be limited to one-step conversions.
Construct-Relevant Vocabulary	English system, metric system, any units referenced in formulas listed above
Recommended Response Mechanisms (Item Types)	Equation Response Hot Text Multiple Choice
DOK	2

Model Task	
Context	Context is allowable.
Allowable Stimulus Material	N/A

Evidence Statements
Students convert from the English system to the metric system.
Students convert from the metric system to the English system.
Students solve real-world problems involving conversions between these systems.

Sample Item
Zach sees a traffic sign in Canada. It shows that the speed limit is 100 kilometers per hour. He knows that 1 mile is approximately 1.61 kilometers. What is the speed limit in miles per hour?

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – Neutral
Literary Considerations	Some context words may be unfamiliar to all students, so those could potentially be glossed. However, construct-relevant words should not be glossed.
Visual and Auditory Considerations	Models will be used in these items, and care should be taken to ensure all models are appropriate for students with visual impairments. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits are applied and approved by IDOE.

Content Standard	**MA.6.GM.2:** Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360°. Use this information to solve real-world and mathematical problems.
Content Limits	Angle measures are only in whole-number degrees.
Construct-Relevant Vocabulary	congruent, degrees, equilateral, interior, isosceles, measure of an angle, quadrilateral, sum, triangle
Recommended Response Mechanisms (Item Types)	Equation Response Multiple Choice
DOK	2
Model Task	
Context	Context is not required but may be used. 50% of tasks should be real-world problems.
Allowable Stimulus Material	Triangles and quadrilaterals
Evidence Statements	
Students find the measure of the missing angle.	
Sample Item	
One angle in a triangle is 20°. The other two angles are congruent. What are the angle measurements, in degrees, of angle 2 and angle 3? Angle 2: ☐ Angle 3: ☐ Rubric: • Angle 2: 80 Angle 3: 80, or any equivalent values	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – Neutral
Literacy Considerations	Because the standard requires a working definition of the words listed in the Construct-Relevant Vocabulary section, these words should not be glossed.
Visual and Auditory Considerations	Graphics will need to be basic with no shading or other complexities to ensure they are braillable. American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.6.G*** *Geometry* ***CCSS.Math.Content.6.G.A*** *Solve real-world and mathematical problems involving area, surface area and volume* CCSS.Math.Content.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Content Limits	*Can use rational numbers. *Can use all four quadrants. *When finding side length, limit polygons to traditional orientation (side lengths perpendicular to axes).
Calculator	Basic
Acceptable Response Mechanisms	Equation Response Graphic Response - drawing Multiple Choice
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

Model Task	
Context	Allowed

DOK Demands

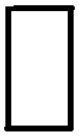
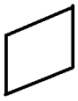
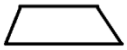
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Draw a polygon on the coordinate plane given the coordinates that represent each of its vertices.	Graphic response- drawing			x	
DOK 2	2. Find the side length or perimeter of a polygon whose sides are parallel to	Equation response	x			

	the axes and its vertices are given as ordered pairs.					
	3. Identify the visual shape that is created if a set of given points would be plotted on a coordinate plane.	Multiple choice response		x	x	
	4. Compose a polygon when given some of its vertices and the name of the polygon.	Graphic response - drawing	x	x	x	
DOK 3	5. Compose a polygon when given some of its vertices and other constraints which require strategic planning (such as perimeter, side lengths, area).	Graphic response - drawing	x	x	x	

Example	
Context	Konrad draws a shape. • Points spread across 2 quadrants. • For Task Demand 2 points include a decimal value for one coordinate (either x or y coordinate). • Use 4 points.
Context easier	• For Task Demand 2, use only whole numbers. • All points located in 1 quadrant. • Use 3- 4 points.
Context more difficult	• For Task Demands 1- 3, use more than 4 points. • For Task Demand 2, use a combination of whole numbers and decimals (more than one value is decimal). • Points spread across 3-4 quadrants.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	A set of points is shown. (-5, 1), (-2, 1), (-5,4), (-2, 4)	Easy	3	Graphic response - drawing	Drawing a polygon on the coordinate plane given the coordinates that represent each of its vertices determines DOK1. Easy difficulty: all points are located in 1 quadrant, no more than 4 points are given.

	Use the Connect Line tool to draw the quadrilateral created by the points.				
	A set of points is shown. (-7, 3), (-2, -2), (-6, -4), (-4, 0) Use the Connect Line tool to draw the polygon created by the points.	Medium	3	Graphic response - drawing	Drawing a polygon on the coordinate plane given the coordinates that represent each of its vertices determines DOK1. Medium difficulty: 4 points are given, points are spread in 2 quadrants
	A set of points is shown. (5, 2), (0, 3), (-2, -6), (4, -3), (-5, 2) Use the Connect Line tool to draw the polygon created by the points.	Hard	3	Graphic response - drawing	Drawing a polygon on the coordinate plane given the coordinates that represent each of its vertices determines DOK1. Hard difficulty: points are spread across 4 quadrants, more than 4 points are given.
DOK 2	A set of points is shown. (5, 2), (5, -4), (2, 2), (2, -4) Which shape is formed when these points are joined together to form a polygon? A.	Medium	2, 3	Multiple choice response	Identifying the visual shape that is created if a set of given points would be plotted on a coordinate plane is DOK 2. Medium difficulty: points located in 2 quadrants, 4 points are given.

	B.  C.  D. 				
	Konrad draws a square. Two of its vertices are at (2, 7) and (6, 3). Use the Connect Line tool to draw Konrad's square on the coordinate grid.	Easy	1,2,3	Graphic response - drawing	Composing a polygon given some of the vertices is DOK2. Easy difficulty: Points of shape all in one quadrant, shape has four vertices
	Konrad draws a parallelogram. Three of the vertices are located at (-6, 4), (-3, 1), and (5, 4). Use the Connect Line tool to draw the parallelogram.	Medium	1,2,3	Graphic response - drawing	Composing a polygon given some of the vertices is DOK2. Medium difficulty: Shape with sides not parallel to axes, points of shape spread across 2 quadrants
	Konrad draws a quadrilateral with exactly one pair of parallel sides*. Two of the vertices are (3, 1) and (-5, -4). Use the Connect Line tool to draw Konrad's quadrilateral. * "quadrilateral with one pair of parallel sides" is used instead of "trapezoid". Students use varied definitions("exactly one pair of	Hard	1,2,3	Graphic response - drawing	Composing a polygon given some of the vertices is DOK2. Hard difficulty: Shapes with sides not parallel to axes, coordinates of shape spread across 3-4 quadrants.

	parallel sides" or "at least one pair of parallel sides.")				
DOK 3	Konrad draws a rectangle. • Two of the vertices are (2, 7) and (7, 7). • The perimeter of the rectangle is 16 units. Use the Connect Line tool to draw a possible rectangle which could be Konrad's.	Easy	1,2,3	Graphic response - drawing	Composing a polygon when given some of its vertices and other constraints which require strategic planning is DOK3. Easy difficulty: shape with sides parallel to axes, points in one quadrant.
	Konrad draws a rhombus. • Two of the vertices are (1, -4) and (-5, -4). • The area of the rhombus is 12 square units. Use the Connect Line tool to draw a possible rhombus which could be Konrad's.	Medium	1,2,3	Graphic response - drawing	Composing a polygon when given some of its vertices and other constraints which require strategic planning is DOK3. Medium difficulty: points are across more than one quadrant, four total points

Content Standard	***CCSS.Math.Content.6.G*** *Geometry* ***CCSS.Math.Content.6.G.A*** Solve real-world and mathematical problems involving area, surface area, and volume. ***CCSS.Math.Content.6.G.A.1*** Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Content Limits	*Positive rational numbers *For drawing items, do not use scales - this concept is not mastered until 7th grace. *Limit shapes to those that can be decomposed or composed into rectangles and/or right triangles. *For Task Demand 2, be conscious of the kinds of shapes that the graphic response item can find the area of.
Calculator	Basic
Acceptable Response Mechanisms	Equation Response Graphic response - Drawing
Math Practice Cluster	PC1, PC2, PC3
DOK	2, 3

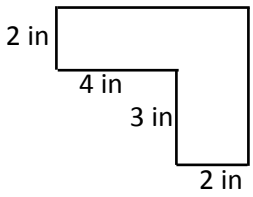
Model Task	
Context	Allowable

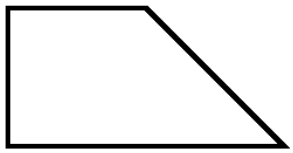
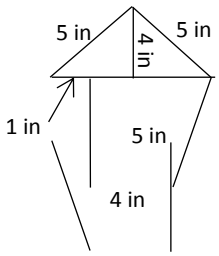
DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Find the area of a shape (by composing/decomposing).	• Equation Response	x		x	
DOK 3	2. Construct a shape given the area and name of the shape.	• Graphic Response - drawing	x	x	x	

	3. Create an expression with an unknown to model the area of a shape as a composition/decomposition of rectangles and/or right triangles.	• Equation Response	x		x	

Example	
Context	A right trapezoid is shown. Find the area of the trapezoid. - Shape includes only one triangle and one rectangle. - Triangles with the height inside the triangle.
Context easier	- Rectilinear shapes or a single right triangle. - Area has a whole number value.
Context more difficult	- Shape composed of multiple triangles and rectangles. - Includes triangles with the height outside the shape.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	A shape is shown.  What is the area, in square inches, of the shape?	Easy	1,3	Equation Response	Finding the area of a shape determines DOK 2. Rectilinear shape determines easy item.
	A right trapezoid is shown. 4 ft. 5 ft. 3 ft. □ 8 ft.	Medium	1,3	Equation Response	Finding the area of a shape determines DOK 2.

	 What is the area, in square feet, of the trapezoid?				Shape includes one rectangle and one triangle determines medium item.
	A pentagon is shown.  What is the area, in square inches, of the pentagon?	Hard	1,3	Equation Response	Finding the area of a shape determines DOK 2. Shape composed of multiple triangles and rectangles determines hard item.
DOK 3	Gloria is painting a triangular section of a mural. The area of this triangular section is 10 square feet. Use the Connect Line tool to draw a triangle that models the section Gloria could be painting.	Easy	1,3	Graphic Response-Draw	Constructing shape given the name of the shape and the area determines DOK 3. Constructing a single triangle determines easy item.
	Gloria is painting a section of a mural that has a shape of a right trapezoid. The area of this section is 10 square feet.	Medium	1,3	Graphic Response-Draw	Constructing shape given the name of the shape and the area determines DOK 3.

	Use the Connect Line tool to draw a trapezoid that models the section Gloria could be painting.				Constructing a shape composed of a rectangle and right triangle determines medium item.
	Gloria is painting a section of a mural that has a shape of an isosceles trapezoid. The area of this section is greater than 17 square feet and smaller than 23 square feet. Use the Connect Line tool to draw an isosceles that models the section Gloria could be painting.	Hard	1,3		Constructing shape given the name of the shape and the area determines DOK 3. Constructing a shape composed of a multiple triangles and rectangles determines hard item.

Content Standard	*CCSS.Math.Content.6.G* Geometry *CCSS.Math.Content.6.G.A* Solve real-world and mathematical problems involving area, surface area, and volume. CCSS.Math.Content.6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
Content Limits	*Right rectangular prisms *Unit fractional edge lengths (numerator is 1).
Calculator	Basic
Acceptable Response Mechanisms	Equation Response Graphic response - drawing Table response
Practice Clusters	PC1, PC2
DOK	2, 3

Model Task	
Context	Allowable

DOK Demands

DOK	Task demand	Response mechanism	PC 1	PC 2	PC 3	NONE
DOK 2	1. Find the volume of a right rectangular prism given its fractional dimensions.	• Equation response	x	x		
	2. Find the volume of a right rectangular prism when the number of unit cubes packed in it and their unit fraction edge length is given.	• Equation response	x	x		

DOK 3	3. Find the edge lengths (and volume) of a rectangular prism given the number of unit cubes packed in the prism and their fractional edge length.	• Equation response • Table response (allows easier entry of multiple dimensions)	x	x		

Example	
Context	Alex is packing square boxes in a large rectangular prism package. - For finding the volume, give 1 dimension as a whole number and 2 dimensions as unit fractions (i.e., ½ , 1/3, ¼…) or mixed numbers with unit fractions - For packing with unit cubes, use volume of the prism only with the fraction ½. - Fractional edge lengths of prism share same denominator as unit cube.
Context easier	- For finding the volume, give 2 dimensions with whole numbers and one dimension with the fractions ½ or ¼. - For packing with unit cubes, use rectangular prism with whole number edge lengths.
Context more difficult	- For finding the volume, give all dimensions of prism as fractions or mixed numbers. - For packing with unit cubes, use volume of the prism as a fraction. - Fractional edge lengths of prism have a different denominator than the unit cube.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	A right rectangular prism is shown. <a right rectangular prism with dimensions 3 in x 2 ½ in x 8 in> What is the volume, in cubic inches, of the prism?	Easy	1,2	Equation Response	Finding a volume determines DOK 2. Using 2 dimensions with whole numbers and only one dimension with the unit fraction ½ determines easy item.
	A right rectangular prism is shown. <a right rectangular prism with dimensions, 3¼ in x 2 ½ in x 8 in>	Medium	1,2	Equation response	Finding a volume determines DOK 2. Using 2 dimensions with unit fractions and one dimension as a whole number

	What is the volume, in cubic inches, of the prism?				determines medium item.
	A right rectangular prism is shown. <a right rectangular prism with dimensions 2 ¼ ft, 3 3/5 ft, and 4 ½ ft> What is the volume, in cubic feet, of the prism?	Hard	1,2	Equation Response	Finding a volume determines DOK 2. Using all dimensions as fractions determines hard item.
	A box is shown. <rectangular prism with side lengths labeled 1, 2, and ¼] A rectangular prism is built using 96 of these boxes. What is the volume, in cubic inches, of the rectangular prism?	Easy	1,2	Equation response	Finding the volume given a number of unit cubes determines DOK 2. Using 2 dimensions with whole numbers and only one dimension with the unit fraction ½ determines easy item.
DOK 3	Alex is packing square boxes as shown. <a square box with dimensions 1/2 ft.> He packs them in a large rectangular prism package so there are no gaps between them.	Easy	1,2,3	Table response	Finding the lengths of the edges of a rectangular prism given the fractional edge lengths of the unit cube and the number of unit cubes found in the prism determines DOK 3.

	There are 64 square boxes in the package. A. What is the volume, in cubic feet, of the large package? B. What are possible dimensions of the large package in feet?				Using a whole number for the volume of the large prism (64*1/8=8) determines easy item.
	Alex is packing square boxes as shown. <a square box with dimensions 1/8 ft.> He packs them in a large rectangular prism package so there are no gaps between them. There are 1280 square boxes in the package. A. What is the volume, in cubic feet, of the large package? B. What are possible dimensions of the large package in feet?	Medium	1,2,3	Table response	Finding the lengths of the edges of a rectangular prism given the fractional edge lengths of the unit cube and the number of unit cubes found in the prism determines DOK 3. Using 2 ½ for the volume of the prism ((1/8)^3*1280=2 ½) determines medium item.
	Alex is packing square boxes as shown. <a square box with dimensions 1/8 ft.> He packs them in a large rectangular prism package so there are no gaps between them.	Hard	1,2,3	Table response	Finding the lengths of the edges of a rectangular prism given the fractional edge lengths of the unit cube and the number of unit cubes found in the prism determines DOK 3.

	There are 2624 square boxes in the package. A. What is the volume, in cubic feet, of the large package? B. What are possible dimensions of the large package in feet?				Using 5 1/8 for the volume of the prism ((1/8)^3*2624=5 1/8) determines hard item.

Content Standard	***CCSS.Math.Content.6.G*** *Geometry* ***CCSS.Math.Content.6.G.A*** *Solve real-world and mathematical problems involving area, surface area and volume* CCSS.Math.Content.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Content Limits	*Positive rational numbers *3-dimensional figures are limited to rectangular prisms, triangular prisms, rectangular pyramids, and triangular pyramids.
Calculator	Basic
Acceptable Response Mechanisms	Equation response Graphic response – drag and drop Graphic response - hotspot Matching response Multiple choice response
Math Practice Cluster	PC1, PC2
DOK	2, 3

Model Task	
Context	Allowed. Most items should not include context.

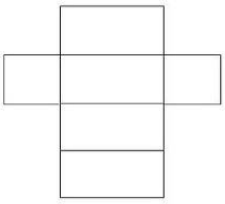
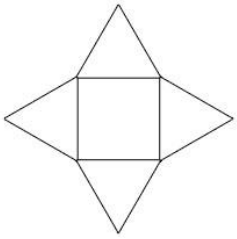
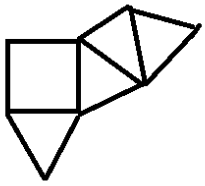
DOK Demands

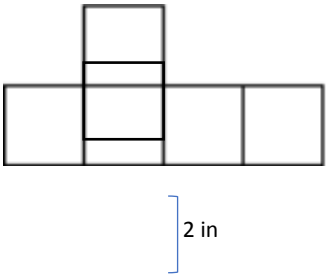
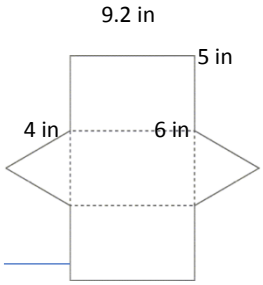
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Match net(s) to 3-D figure(s).	• Multiple Choice • Matching response	x			
	2. Identify the set of shapes that can be arranged to form a net of a given 3-D figure.	• Multiple Choice	x			

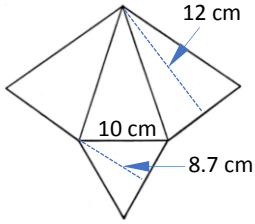
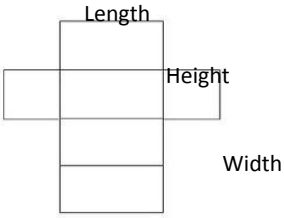
	3. Find the surface area of a 3-D figure given its net.	• Equation response	x			
	4. Draw a net of a given 3-D figure*. * see limitations of kinds of 3-D figures in response mechanism section.	• Graphic response – hotspot - Use for figures with congruent faces (cube and triangular pyramid with congruent faces), provide an appropriate background, the student shades faces. - Use for rectangular and triangular prism, provide an appropriate background, the student shades edges. • Graphic response - drag and drop - Use for square pyramid, provide palette images of the faces.	x			
DOK 3	5. Create an expression with one unknown to model the surface area of a solid.	• Equation response	x	x		
	6. Given the surface area, net, and all but one dimension of a 3-D figure, determine the unknown dimension.	• Equation response	x	x		

Example	
Context	A net is shown. • Include also triangles for net. • Dimensions given as a combination of whole numbers and decimals.
Context easier	• Limit to only rectangular prisms. • Dimensions given as whole numbers. • Net given has a common layout (base in the center).
Context more difficult	• Net given has uncommon layout. • Change all of the dimensions to fractions or decimals.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments

DOK 2	A net is shown.  Which 3-dimensional figure is represented by the net?	Easy	1	Multiple choice response	Matching a net to its 3D figure is DOK2. Easy difficulty: using only rectangles for net, net with a common layout.
	A net is shown.  Which 3-dimensional figure is represented by the net?	Medium	1	Multiple choice response	Matching a net to its 3D figure is DOK2. Medium difficulty: using triangles for net.
	A net is shown.  Which 3-dimensional figure is represented by the net?	Hard	1	Multiple choice response	Matching a net to its 3D figure is DOK2. Hard difficulty: using triangles for net, uncommon layout.

	A net of a cube is shown.  What is the surface area, in square inches, of the cube?	Easy	1	Equation response	Finding the surface area given a net determines DOK 2. Easy difficulty: Using rectangular prism, dimensions as whole numbers.
	A net of a triangular prism is shown. The bases are isosceles triangles.  What is the surface area, in square inches, of the prism?	Medium	1	Equation response	Finding the surface area given a net determines DOK 2. Medium difficulty: Using triangular prism, dimensions as combination of whole numbers and decimals.
	A net of a triangular pyramid is shown. The base of the pyramid is an equilateral triangle, and the	Hard	1	Equation response	Finding the surface area given a net determines DOK 2.

	other faces are isosceles triangles.  What is the surface area, in square centimeters, of the pyramid?				Hard difficulty: Using triangular prism, uncommon layout of net.
DOK 3	The surface area of a prism is 72 square in. The net of the prism is shown.  The height and the width of the prism are each 2 inches. Find the length, in inches, of the prism.	Easy	1, 2	Equation response	Concluding the dimensions of a 3-D figure given its net, surface area and some dimensions is DOK 3. Easy difficulty: Using rectangular prism, dimensions as whole numbers.
	The net of a rectangular prism is shown.	Medium	1, 2	Multiple Choice	Creating an expression to model the surface area of a prism is DOK 3.

	[net of a rectangular prism with two dimensions labeled with numbers (one a decimal number), and the other with *x*] Create an expression that represents the surface area of the rectangular prism.				Medium difficulty: Using decimals

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.C*** *Apply and extend previous understandings of numbers to the system of rational numbers.* CCSS.Math.Content.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.
Content Limits	Rational numbers Items should not require the student to perform an operation
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response Multi-select response Proposition response
Math Practice Cluster	PC2
DOK	2

Model Task	
Context	Real-world context is required.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Identify a rational number which represents a given situation.	• Multiple choice response • Multi-select response • Proposition response		x		

	2. Interpret a rational number in terms of a context.	• Multiple choice response • Proposition response		x		

Example	
Context	Seeley, California is located below sea level. What does zero represent in the context of this situation? Include positive and negative non-integer rational numbers Include interpretation of 0
Context easier	Limit to positive and negative integers
Context more difficult	N/A

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Chicago, Illinois has an elevation of 600 feet. Seeley, California is located below sea level. What is a possible elevation of Seeley, California? A. 600 feet B. 500 feet C. -200 feet D. 0 feet	Easy	PC 2	Equation response	DOK 2 because the student is identifying a value based on the context of the situation. Easy difficulty because the student is identifying an integer.
	Chicago, Illinois has an elevation of 600 feet above sea level. The elevation of	Easy	PC 2	Multi-select response	DOK 2 because the student is interpreting the context of the situation.

	Seeley, California is -200 feet. Select all the true statements. A. Seeley is above sea level. B. Seeley is at sea level. C. Seeley is below sea level. D. The difference in elevations is less than 600 feet. E. The difference in elevations is 600 feet. F. The difference in elevations is more than 600 feet.				Easy difficulty because the student is working with integers.
	Chicago, Illinois has an elevation of 600 feet above sea level. Seeley, California is located below sea level. Select all values that could represent the location of Seeley. ☐ -0.5 ft. ☐ 0.5 ft. ☐ 0 ft. ☐ 12.5 ft. ☐ -12.5 ft.	Medium	PC 2	Multi-select response	DOK 2 because the student is interpreting the value in the context of the situation. Medium difficulty because options include non-integer values.

	Chicago, Illinois has an elevation of 600 feet above sea level. The elevation of Seeley, California is -200 feet. What does 0 represent in the context of this situation?	Medium	PC 2	Proposition response	DOK 2 because the student is interpreting the value in the context of the situation. Medium difficulty because the student is interpreting 0 in the context of the situation.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.C****. Apply and extend previous understandings of numbers to the system of rational numbers.* CCSS.Math.Content.6.NS.C.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. CCSS.Math.Content.6.NS.C.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. CCSS.Math.Content.6.NS.C.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
Content Limits	Rational numbers Plotting of points in the coordinate plane should include some negative values (not just first quadrant)
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Draw and Drag and Drop
Math Practice Cluster	PC1, PC2. PC3
DOK	2, 3

Model Task	
Context	Items at this standard should not have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 2	1. Locate rational numbers on the number line.	• Graphic response	x	x		
	2. Plot points on the coordinate plane.	• Graphic response	x	x		
	3. Identify the opposite of a number, including the opposite of a negative number.	• Equation response		x		
DOK 3	4. Identify opposites, locate opposites on a number line and plot points on a coordinate grid for abstract values represented by variables	• Graphic response • Equation response	x	x	x	

Example	
Context	Include graphing rational numbers on a number line. Limit rational numbers to same representation. Include graphing integer points in quadrants II and/or IV For Task Demand 4, involve two abstract problems
Context easier	Limit to integer values on the number line. Include graphing integer points in quadrants I and III For Task Demand 4, involve one abstract problem
Context more difficult	Include placing multiple rational numbers on the number line represented in different forms (fractions, decimals, etc.). Graph coordinates with non-integer values on the coordinate plane. For Task Demand 4, involve three abstract problems

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	What is the opposite of -5?	Easy	PC2	Equation response	DOK 2 because identifying the opposite of a number.

					Easy difficulty because limited to integer values.
	Use the Add Point tool to plot (-2, -3) on the coordinate plane.	Easy	PC1	Graphic response	DOK 2 because graphing points on the coordinate plane. Easy difficulty because point is in quadrant III and item limited to integer values.
	Use the Add Point tool to plot a point on the number line that is the opposite of 2.5.	Medium	PC1	Graphic response	DOK 2 because identifying the opposite of a number and representing that value on a number line. Medium difficulty because value is not an integer.
	Use the Add Point tool to graph (-2.5, .5) on the coordinate plane.	Hard	PC1	Graphic response	DOK 2 because graphing points on the coordinate plane. Hard difficulty because coordinates are rational numbers.
	Four values are shown. $< -\frac{2}{4}$, 1.6, -2.25, $3\ \frac{3}{4}>$ Drag each value to its correct location on the number line.	Hard	PC1	Graphic response	DOK 2 because plotting rational number on the number line. Hard difficulty because non-integer values are included and multiple representations.

DOK 3	A value *x* is shown on the number line. Drag the point to the number line to show the location of -*x*. [number line with *x* labeled, and preplaced palette image of a point labeled "-*x*" - no numbers except 0 on the number line]	Easy	1,2,3	Graphic response	DOK 3 because the student is dealing with abstract values. Easy difficulty because it involves one abstract value.
	A value *x* is shown on the number line. Drag the two points to the number line to show the locations of -*x* and -(-*x*).	Medium	1,2,3	Graphic response	DOK 3 because the student is dealing with abstract values. Easy difficulty because it involves two abstract values.
	A point (*a*, *b*) is shown on the coordinate grid. Drag the three points to their correct locations on the coordinate grid. [three points labeled (*a*, -*b*), (-*a*, *b*) and (-*a*, -*b*); no scale on the coordinate grid]	Hard	1,2,3	Graphic response	DOK 3 because the student is dealing with abstract values. Easy difficulty because it involves three abstract values.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.C*** *Apply and extend previous understandings of number to the system of rational numbers.* CCSS.Math.Content.6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.* CCSS.Math.Content.6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.* CCSS.Math.Content.6.NS.C.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.* CCSS.Math.Content.6.NS.C.7d Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
Content Limits	Positive and negative rational numbers
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Drag-and-Drop Multi-select response Multiple choice response
Math Practice Cluster	PC1, PC2, PC3
DOK	2, 3
Model Task	
Context	Context is allowable, specifically for Task Demand 3.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Compare integers in terms of relative locations on the number line.	• Equation response • Multi-select response • Multiple choice response	x	x		
	2. Compare values of rational numbers in a context.	• Multiple choice response • Multi-Select response	x	X		
	3. Order rational numbers.	• Graphic response	x	x		
	4. Compare integers and absolute value of integers in terms of relative locations on the number line.	• Equation response • Multi-select response • Multiple choice response • Graphic response	x	x		
	5. Distinguish between order and magnitude of rational numbers.	• Matching response • Multiple choice response	x	x		
DOK 3	6. Compare integers and/or absolute values of integers for abstract values represented by variables.	• Equation response • Multiple choice response • Graphic response	x	x	x	

Example	
Context	Compare more than two numbers For Task Demand 6, involve two abstract problems
Context easier	Limit to integer values Numbers to be compared are generally not close or alike/opposites (e.g., 9, -3, 20, -47) Compare two numbers For Task Demand 6, involve one abstract problem
Context more difficult	Exclusively non-integer values Numbers to be compared are generally close or alike/opposites (e.g., -7, -8, 7, -17) Include comparisons of non-integer values where leading digits have the same value (-2.25 and -2.5)

	For Task Demand 6, involve three or more abstract problems				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Cityville has a temperature of -10°F. Townville has a temperature colder than Cityville. Select all values that could represent the temperature of Townville. ☐ 12°F ☐ 8°F ☐ -8°F ☐ -12°F ☐ -20°F	Medium	2	Multi-select response	DOK 2 because comparing values of rational numbers in a context. Medium difficulty because comparisons include integer values but there are more than two and values are similar.
	Enter a value that would be located to the left of -24 on the number line.	Easy	2	Equation	DOK 2 because the student is comparing numbers on a number line. Easy difficulty because comparison includes two integer values.
	Which value is furthest from 0 on the number line? A. 20 B. -21 C. 20.5 D. $\|-21.5\|$	Hard	1	Multiple choice response	DOK 2 because the student is comparing two rational numbers. Hard difficulty because comparison includes non-integer values and values are similar.

	Order the numbers from least to greatest. $\|-2.25\|$ 3 $\|2.5\|$ -3 0	Hard	1	Graphic response	DOK 2 because ordering a list of rational numbers. Hard difficulty because item includes non-integer values and values are similar.
	The elevations of several cities are shown. Select which city has the greatest elevation, and which city is furthest from sea level. [matching table with city names and elevations in the row headings, and "Highest Elevation" and "Furthest from Sea Level" in the column headings - numbers are such that the answers are different.		1	Matching response	DOK 2 because the student is comparing integers and absolute value of integers for abstract values. Difficulty will depend on the given elevations, based on the difficulty criteria.
DOK 3	Molly wrote down a positive integer *x*. What is a number that is different than *x*, but the same distance from 0 on the number line? A. $\|x\|$ B. $\|-x\|$	Easy	1,2,3	Multiple choice response	DOK 2 because the student is distinguishing between order and magnitude. Difficulty is easy because it involves one abstract value.

	C. -*x* D. -(-*x*)				
	A number *x* is shown on the number line. [in grid space, point plotted, labeled *x*, to the left of 0 - no other numbers on the number line] Drag the two points to the number line to show the locations of $\|x\|$ and -$\|x\|$.	Medium	1,2,3	Graphic response	DOK 2 because the student is distinguishing between order and magnitude. Difficulty is easy because it involves two abstract values.
	Point *a* is plotted on the number line, and $a < b$. Drag points to the number line to show possible locations of b, $\|b\|$, and $-\|a\|$.	Hard	1,2,3	Graphic response	DOK 2 because the student is distinguishing between order and magnitude. Difficulty is easy because it involves three abstract values.

Content Standard	***CCSS.Math.Content.6.NS*** *The Number System* ***CCSS.Math.Content.6.NS.C*** *Apply and extend previous understandings of number to the system of rational numbers.* CCSS.Math.Content.6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right.* CCSS.Math.Content.6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C.* CCSS.Math.Content.6.NS.C.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write |-30| = 30 to describe the size of the debt in dollars.* CCSS.Math.Content.6.NS.C.7d Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.*
Content Limits	Positive and negative rational numbers
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Drag-and-Drop Multi-select response Multiple choice response
Math Practice Cluster	PC1, PC2, PC3
DOK	2, 3
Model Task	
Context	Context is allowable, specifically for Task Demand 3.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Compare integers in terms of relative locations on the number line.	• Equation response • Multi-select response • Multiple choice response	x	x		
	2. Compare values of rational numbers in a context.	• Multiple choice response • Multi-Select response	x	X		
	3. Order rational numbers.	• Graphic response	x	x		
	4. Compare integers and absolute value of integers in terms of relative locations on the number line.	• Equation response • Multi-select response • Multiple choice response • Graphic response	x	x		
	5. Distinguish between order and magnitude of rational numbers.	• Matching response • Multiple choice response	x	x		
DOK 3	6. Compare integers and/or absolute values of integers for abstract values represented by variables.	• Equation response • Multiple choice response • Graphic response	x	x	x	

Example	
Context	Compare more than two numbers For Task Demand 6, involve two abstract problems
Context easier	Limit to integer values Numbers to be compared are generally not close or alike/opposites (e.g., 9, -3, 20, -47) Compare two numbers For Task Demand 6, involve one abstract problem
Context more difficult	Exclusively non-integer values Numbers to be compared are generally close or alike/opposites (e.g., -7, -8, 7, -17) Include comparisons of non-integer values where leading digits have the same value (-2.25 and -2.5)

	For Task Demand 6, involve three or more abstract problems				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Cityville has a temperature of -10°F. Townville has a temperature colder than Cityville. Select all values that could represent the temperature of Townville. ☐ 12°F ☐ 8°F ☐ -8°F ☐ -12°F ☐ -20°F	Medium	2	Multi-select response	DOK 2 because comparing values of rational numbers in a context. Medium difficulty because comparisons include integer values but there are more than two and values are similar.
	Enter a value that would be located to the left of -24 on the number line.	Easy	2	Equation	DOK 2 because the student is comparing numbers on a number line. Easy difficulty because comparison includes two integer values.
	Which value is furthest from 0 on the number line? A. 20 B. -21 C. 20.5 D. $\|-21.5\|$	Hard	1	Multiple choice response	DOK 2 because the student is comparing two rational numbers. Hard difficulty because comparison includes non-integer values and values are similar.

	Order the numbers from least to greatest. $\|-2.25\|$ 3 $\|2.5\|$ -3 0	Hard	1	Graphic response	DOK 2 because ordering a list of rational numbers. Hard difficulty because item includes non-integer values and values are similar.
	The elevations of several cities are shown. Select which city has the greatest elevation, and which city is furthest from sea level. [matching table with city names and elevations in the row headings, and "Highest Elevation" and "Furthest from Sea Level" in the column headings - numbers are such that the answers are different.		1	Matching response	DOK 2 because the student is comparing integers and absolute value of integers for abstract values. Difficulty will depend on the given elevations, based on the difficulty criteria.
DOK 3	Molly wrote down a positive integer *x*. What is a number that is different than *x*, but the same distance from 0 on the number line? A. $\|x\|$ B. $\|-x\|$	Easy	1,2,3	Multiple choice response	DOK 2 because the student is distinguishing between order and magnitude. Difficulty is easy because it involves one abstract value.

	C. -*x* D. -(-*x*)				
	A number *x* is shown on the number line. [in grid space, point plotted, labeled *x*, to the left of 0 - no other numbers on the number line] Drag the two points to the number line to show the locations of $\|x\|$ and -$\|x\|$.	Medium	1,2,3	Graphic response	DOK 2 because the student is distinguishing between order and magnitude. Difficulty is easy because it involves two abstract values.
	Point *a* is plotted on the number line, and $a < b$. Drag points to the number line to show possible locations of b, $\|b\|$, and $-\|a\|$.	Hard	1,2,3	Graphic response	DOK 2 because the student is distinguishing between order and magnitude. Difficulty is easy because it involves three abstract values.

Content Standard	***CCSS.Math.Content.7.NS*** *The Number System* ***CCSS.Math.Content.7.NS.A*** *Apply and extend previous understanding of operations with fractions.* CCSS.Math.Content.7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. CCSS.Math.Content.7.NS.A.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. CCSS.Math.Content.7.NS.A.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts. CCSS.Math.Content.7.NS.A.2c Apply properties of operations as strategies to multiply and divide rational numbers. CCSS.Math.Content.7.NS.A.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
Content Limits	*Rational numbers *7.NS.2a, 2b, and 2c requires the incorporation of a negative value
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Graphing response Multiple choice response Multi-select response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

Model Task							
Context	Context is allowed, but not required, for Task Demand 2.						
DOK Demands							
DOK	Task demand	Response mechanism		PC1	PC2	PC3	None
DOK 1	1. Convert a rational number to a decimal.	• Equation response • Multiple choice (for repeating decimals) • Matching response				x	
DOK 2	2. Determine a product or quotient given an expression or real-world situation.	• Equation response			x		
DOK 3	3. Identify properties of values given a number line or calculation, using variables rather than actual numbers.	• Multiple choice response • Multi-select response • Graphic response		x	x		
Example							
Context	Springfield has an elevation of -150 feet. Greenville is 3 times as far below sea level as Springfield. Include multiplication or division with one non-integer rational number. Include 1 digit repeating decimals in conversions.						
Context easier	Limit values requiring operations to integers. Limit conversions to a terminating decimal.						
Context more difficult	Include multiplication or division of 2 or more non-integer rational numbers. Conversions include multi-digit repeating decimals (1/11 = $0.\overline{09}$) and/or decimals where the first digit after the decimal is not the repeating digit (1/6 = $0.1\overline{6}$).						
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments		
DOK 1	What is $\frac{4}{5}$ written as a decimal?	Easy	3	Equation response	DOK 1 because converting a fraction to a decimal.		

					Easy difficulty because the result is a terminating decimal.
	What is $\frac{2}{3}$ written as a decimal?	Medium	3	Multiple choice	DOK 1 because converting a fraction to a decimal. Medium difficulty because the result is a one digit repeating decimal.
	What is $\frac{6}{11}$ written as a decimal?	Hard	3	Multiple choice	DOK 1 because converting a fraction to a decimal. Hard difficulty because the result is a multi-digit repeating decimal.
DOK 2	What is the product of -2 and 5?	Easy	2	Equation Response	DOK 2 because determining the product of two rational numbers. Easy difficulty because values are limited to integers.
	Springfield has an elevation of -150 feet. Greenville is 3 times as far below sea level as Springfield. What is Greenville's elevation in feet?	Easy	1	Equation Response	DOK 2 because determining the product of two rational numbers given a context. Easy difficulty because values are limited to integers.
	An expression is shown.	Medium	2	Equation Response	DOK 2 because determining the quotient of two rational numbers.

	-5 ÷ 0.5 What is the value of the expression?				Medium difficulty because the divisor is a non-integer rational number.
	An expression is shown. (-1.5)(0.25)(-3) What is the value of the expression?	Hard	2	Equation Response	DOK 2 because determining the quotient of rational numbers. Hard difficulty because multiplication includes two non-integer rational numbers.
DOK 3	An equation is shown, where $z < 0$. $x \cdot y = z$ A. Assume $x > 0$. Drag the point to the number line to identify a possible location for *y*. B. Assume $x < 0$. Drag the point to the number line to identify a possible location for *y*. [grid space is divided horizontally into two sections, each with a number line where only 0 is labeled; preplaced image in	Medium	1,2	Graphic response	DOK 3 because identifying properties of a value. Medium difficulty because the while a number line is used, it is used to create the answer

	each section, a point labeled *y* - correct answer for A is to the right of 0, for B to the left of 0]				
	An equation is shown, where $x > 0$, $z < 0$, and $\|x\| > \|z\|$. $x \cdot y = z$ Which statements are true? A. $y < 0$ B. $y > 0$ C. $\|y\| < 1$ D. $\|y\| = 1$ E. $\|y\| > 1$	Hard	1,2	Multi-select response	DOK 3 because identifying properties of a value. Hard difficulty because a number line is not involved.

Content Standard	**MA.6.NS.6:** Identify and explain prime and composite numbers.
Content Limits	Numbers should be only from 1 to 100.
Construct-Relevant Vocabulary	composite, factors, prime
Recommended Response Mechanisms (Item Types)	Graphic Response Multi-Select Table Matching
DOK	2
Model Task	
Context	This standard does not lend itself to context.
Allowable Stimulus Material	Tables Lists
Evidence Statements	
Students select all the prime/composite numbers in the table.	
Students match each number to its correct label: (prime/composite) or (prime/composite/neither)	
Students select all the prime/composite numbers.	
Students explain the difference between prime and composite numbers.	
Sample Item	
Select the **three** composite numbers. A. 5 **B. 9** **C. 12** D. 17 **E. 27** F. 29	

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – Allowed
Literacy Considerations	N/A
Visual and Auditory Considerations	N/A American Sign Language – N/A for this standard
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	***CCSS.Math.Content.6.NS*** *Number Systems* ***CCSS.Math.Content.6.NS.B*** *Compute fluently with multi-digit numbers and find common factors and multiples* CCSS.Math.Content.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. *For example, express 36 + 8 as 4 (9 + 2).*
Content Limits	*Whole numbers less than or equal to 100 *Least common multiple of two whole numbers less than or equal to 12
Calculator	None
Acceptable Response Mechanisms	Equation response Matching response Multiple choice response
Math Practice Cluster	PC2,PC3
DOK	1

Model Task	
Context	Items at this standard should not have a real-world context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify the Greatest Common Factor (GCF) or Least Common Multiple (LCM) of two numbers given.	• Equation response • Multiple choice response			x	

DOK 2	2. Recognize equivalent expressions that express the same sum.	• Equation response • Matching response • Multiple choice response		x	x	

Example	
Context	What is an equivalent expression to 81 + 27 Expressions using the factors 3, 4, 6, and 9
Context easier	Expressions using the factors 2, 5, 10, and 11 only
Context more difficult	Expressions using the factors 7, 8, and 12

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	What is the greatest common factor of 15 and 20?	Easy	PC3	Equation response	DOK 1 because identifying the GCF or LCM of two numbers given. Easy difficulty because expressions using times tables 2, 5, 10, and 11 only.
	What is the least common multiple of 7 and 12?	Hard	PC3	Equation response	DOK 1 because Identifying the GCF or LCM of two numbers given. Hard difficulty because expressions using times tables 7, 8, and 12
DOK 2	Which expression is equivalent to 8 + 20? A. 4(4 + 20)	Easy	PC2	Multiple choice response	DOK 2 because recognizing equivalent expressions that express the same sum.

<table>
<tr><td></td><td>B. 4(4 + 16)

C. 2(2 + 10)

D. 2(6 + 18)</td><td></td><td></td><td></td><td>Easy difficulty because expressions using times tables 2, 5, 10, and 11 only.</td></tr>
<tr><td></td><td>An equation is shown.

30 + 12 = □(5 + 2)

What factor is missing from the equation?</td><td>Medium</td><td>PC2,

PC3</td><td>Equation response</td><td>DOK 1 because recognizing equivalent expressions that express the same sum.

Medium difficulty because expressions using times tables 1-6, 9, 10, and 11.</td></tr>
<tr><td></td><td>Match the equivalent expression in the table.

<table><tr><td></td><td>4(10+9)</td><td>9(5+2)</td><td>3(12+7)</td></tr><tr><td>36+21</td><td></td><td></td><td></td></tr><tr><td>45+18</td><td></td><td></td><td></td></tr><tr><td>40+36</td><td></td><td></td><td></td></tr></table></td><td>Hard</td><td>PC2,
PC3</td><td>Matching response</td><td>DOK 1 because recognizing equivalent expressions that express the same sum.

Hard difficulty because expressions using times tables 7, 8, and 12</td></tr>
</table>

Content Standard	*CCSS.Math.Content.6.RP* Ratios and Proportional Relationships *CCSS.Math.Content.6.RP.A* Understand ratio concepts and use ratio reasoning to solve problems. CCSS.Math.Content.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*
Content Limits	*Whole numbers *Ratios can be expressed as fractions (1/5), with a colon (1:5) or with words such as ***per, to, each, for each, for every***, etc (1 to 5); be sure to vary these representations across items at this standard *Quantities/Units can be discrete or continuous and can be the same or different across the two quantities. *Be precise in describing relationships such as "the ratio of the **number** of *x* to the **number** of *y*" or "the ratio of the **length** of *x* to the **length** of *y*", or explicitly reference types of quantities. *Limit use of percents to 6.RP.3c
Calculator	Neutral
Acceptable Response Mechanisms	Equation response Graphic response - Drag and drop (DND) Multiple choice response Multi-select response Table response
Math Practice Cluster	1, 2, 3
DOK	1, 2
Model Task	

Context	Context is allowable, and most items will have a real-world context. Other items may just present objects to the student to create the ratio. Situations in which the ratio relationship between two quantities are described.					
DOK Demands						
DOK	Task demand	Response mechanism	PC 1	PC 2	PC 3	NONE
DOK 1	1. Recognize correct ratio notation (1:2, 1 to 2, ½) for a given ratio relationship - items should focus on notation, meaning that all options should contain the same numbers	• Multiple-Choice Response • Multi-Select Response	x		x	
DOK 2	2. Represent a ratio relationship described in situational contexts or shown in tape diagrams, double number line diagrams, or graphics, etc. using ratio notation or descriptions	• Table response • Graphic Response – DND (to create a set that match a given ratio description) • Multiple-Choice Response • Multi-Select Response	x	x		
	3. Distinguish between part-to-part and part-to-whole ratio relationships described in situational contexts or shown in tape diagrams, double number line diagrams, or graphics, etc. using ratio notation or descriptions	• Table response • Multiple-Choice Response	x	x		
Example						
Context	• Give the student just the information needed to describe/create the ratio, but in venue that requires him or her to derive the numbers (art, etc.) • Give the student the numbers needed to describe/create the ratio, but also more information than is needed.					
Context easier	• Give student just the information needed to describe/create the ratio • Give the student information in numerical form					

Context more difficult	• Give the student more information than is needed to describe/create the ratio • Give the student information in a venue that requires him or her to derive the numbers needed to describe/create the ratio (art, etc.)				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Jordan has 3 blue marbles and 8 red marbles. Which shows the ratio of blue marbles to red marbles? A. 3:8 B. 8:3 C. 8 × 3 D. 3 × 8	Easy	1	Multiple choice response	This is DOK 1 because the item focuses on notation. It is easy because the basic information is given to the student in numerical form.
DOK 2	Jordan has 3 blue marbles and 8 blue marbles. What is the ratio of blue marbles to red marbles? A. 3:3 B. 3:5 C. 3:8 D. 3:11	Easy	1,2	Multiple-Choice Response	This is DOK 2 because students are recognizing a ratio relationship. It is easy because the basic information is given to the student in numerical form.
	Jordan has blue and red marbles in a jar, as shown.	Medium	1,2	Graphic response – DND	This is DOK 2 because students are creating a ratio relationship.

	Drag additional marbles to the jar so that the ratio of blue to total marbles is 8 to 11.				It is medium because while no additional information is given, the student must derive the number of marbles already in the jar.
	Jordan has a jar of blue, red, and yellow marbles as shown. [jar of marbles, with student able to count each one] Complete the table to show the ratio of blue marbles to yellow marbles. [table has heading of "Ratio of Blue to Yellow", with three cells, <box> to <box>]	High	1, 2	Equation	This is DOK 2 because students are creating a ratio. It is hard because the student is give additional information and they must derive the numbers for the ratio.
	A jar of marbles is shown. [jar of red, blue, green, and yellow marbles] Complete the table to show two ratios. • the ratio of red marbles to green marbles	Medium	1, 2	Table response	This is DOK 2 because the student is distinguishing between part-to-part and part-to-whole relationships. It is medium because students are given only the information needed, but need to derive the numbers.

	• the ratio of blue marbles to total marbles				
	A jar of marbles is shown. [jar of red, blue, green, and yellow marbles] What does the ratio 3:5 represent? A. The ratio of blue marbles to green marbles [other options dealing with both part-to-part and part-to-whole]	Hard	1,2	Multiple choice response	This is DOK 2 because the student is distinguishing between part-to-part and part-to-whole relationships. It is hard because students are given more information than needed and need to derive the numbers.

Content Standard	**CCSS.Math.Content.6.RP** Ratio and Proportions Relationships **CCSS.Math.Content.6.RP.A** Understand ratio concepts and use ratio reasoning to solve problems. CCSS.Math.Content.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. *For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."*
Content Limits	*Whole numbers except when identifying a unit rate. *Rates can be expressed as fractions, with ":" or with words. *Units can be the same or different across the two quantities. *Context itself does not determine the order *Name the amount of either quantity in terms of the other as long as one of the values is one unit
Calculator	None
Acceptable Response Mechanisms	Multiple choice response Multi-select response Equation response Table response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2

Model Task	
Context	Context is allowable. Generally, Task Demand 1 will have some items with context, Task Demand 2 will not have items with context, and Task Demand 3 will have all items with context. Other items may just present objects to the student to create the ratio. Situations in which two quantities are related.

DOK Demands						
DOK	Task demand	Response mechanism	PC 1	PC 2	PC 3	NONE

DOK 1	1. Identify unit rates.	• Multiple choice response • Multi-select response		x	x	
DOK 2	2. Find the unit rate given a ratio or ratio relationship expressed as a tape diagram or double number line diagram.	• Equation response • Table response • Multiple choice response	x	x		
	3. Solve word problems where the solution is in terms of a unit rate.	• Equation	x	x		

	Example
Context	Generally, one number in the given ratio is single-digit
Context easier	Use numbers in the ratio that divide evenly (compatible) Generally, both numbers in the given ratio are single-digit
Context more difficult	Generally, both numbers in the given rate are double-digit Present the quantities of the ratio in reverse order of the expected unit rate Use numbers that require the student complete multi step problems

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Which statement describes a unit rate? A. Sara is driving 16 hours in 3 miles B. Sara is driving 30 miles per 1 hour C. Sara ate 3 cookies today	Medium	3	Multiple choice response	This is DOK 1 because the student is identifying a unit rate. It is medium because some of the numbers are double-digit.

	D. Sara had 3 days to eat 1 cookie				
DOK 2	A ratio is shown. 9 to 3 Complete the table to show the unit rate for this ratio. [table has three cells, <box> to <box>]	Easy	1,2	Table response	This is DOK 2 because the student is finding a unit rate. It is easy because two compatible, single-digit numbers are used.
	The double number line diagram shown represents a ratio. [diagram with 5, 10, 15, 20 on one line and corresponding 2, 4, 6, 8 on the other] What is a unit rate for this ratio?	Medium	1,2	Multiple choice	This is DOK 2 because the student is finding a unit rate. It is medium because a double digit number is used and then numbers are not compatible.
	Dominic is buying candy by the pound. For every 10 pounds of candy he buys, 30 pays 12 dollars. How much does 1 pound of candy cost?	Medium	2	Equation	This is DOK 2 because the student is finding a unit rate within a context. It is medium because while two double-digit numbers are used, they are compatible.

	A car goes 300 miles on a tank of gas. The tank holds 12 gallons. Gas costs $3 a gallon. What is the cost of going 1 mile?	Hard	1,2	Equation	This is DOK 2 because the student is finding a unit rate within a context. It is hard because the student is required to complete multiple steps to determine the unit rate.

Content Standard	***CCSS.Math.Content.6.RP*** *Ratios and Proportional Relationships.* ***CCSS.Math.Content.6.RP.****A Understand ratio concepts and use ratio reasoning to solve problems.* CCSS.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. CCSS.Math.Content.6.RP.A.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. CCSS.Math.Content.6.RP.A.3b Solve unit rate problems including those involving unit pricing and constant speed. *For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* CCSS.Math.Content.6.RP.A.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. CCSS.Math.Content.6.RP.A.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Content Limits	Whole numbers except when identifying a unit rate. Rates can be expressed as fractions, with ":" or with words. Units can be the same or different across the two quantities. Percent found as a rate per 100.
Calculator	Basic
Acceptable Response Mechanisms	Equation response Table response Graphic response- Draw, DND Multiple choice response
Math Practice Cluster	PC1, PC2, PC3

DOK	2, 3

Model Task	
Context	Allowable, specifically for Task Demands 3 and 5-8

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Generate tables of equivalent ratios. (a,b)	• Equation response • Fill-in Table	x	x	x	
	2. Plot ordered pairs of equivalent ratios. (a)	• Graphic response – Draw	x	x	x	
	3. Solve a unit rate problem by finding a missing quantity based on that unit rate. (b)	• Equation response	x	x	x	
	4. Given a unit rate, add to a set to create an equivalent ratio.	• Graphic response - DND	x	x	x	
	5. Find a specified percent of a given quantity. (c)	• Equation response • Multiple Choice	x		x	
	6. Find a total quantity from a given quantity that is a percent of the whole. (c)	• Equation response • Multiple Choice	x		x	
	7. Apply a unit rate as a conversion factor to transform units when multiplying or dividing quantities. (d)	• Equation response • Multiple Choice • Graphic Response-DND	x	x	x	
DOK 3	8. Given two criteria based on unit rates (part-to-part and/or part-to-whole), create a set of objects that satisfies both criteria	• Graphic response – Drag and Drop	x	x	x	

Example	
Context	Generally, one number in the given ratio is single-digit

<table>
<tr><td></td><td colspan="5">10% (percentages built on this)</td></tr>
<tr><td>Context easier</td><td colspan="5">Use numbers in the ratio that divide evenly (compatible), or are multiples of 10

Generally, both numbers in the given ratio are single-digit

75%, 50%, 25%</td></tr>
<tr><td>Context more difficult</td><td colspan="5">Generally, both numbers in the given rate are double-digit

Use numbers that are not compatible

All whole number percentages</td></tr>
<tr><td>Item Models</td><td>Sample Item</td><td>Difficulty</td><td>PC</td><td>Response Mechanism</td><td>Notes, Comments</td></tr>
<tr><td rowspan="2">DOK 1</td><td>A paint mixture uses a specific blue to green ratio.

Complete the table using the ratio given.

<table><tr><th colspan="2">Paint Mixture</th></tr><tr><th>Blue Paint</th><th>Green Paint</th></tr><tr><td>2</td><td>5</td></tr><tr><td>4</td><td></td></tr><tr><td>5</td><td></td></tr><tr><td>6</td><td></td></tr><tr><td>9</td><td></td></tr></table></td><td>Medium</td><td>1, 2</td><td>Table response</td><td>This is DOK 2 because the student is generating a table of equivalent ratios.

It is medium because while the student is presented with single-digit numbers, they are not compatible.</td></tr>
<tr><td>A table of equivalent ratios is shown.

[table with (2, 20), (4, 40), (6, 60) and (8, 80)]</td><td>Easy</td><td>1,3</td><td>Graphic response - Draw</td><td>This is DOK 2 because the student is plotting pairs.

It is easy because the pairs and rate are multiples of 10.</td></tr>
</table>

	Use the Add Point tool to plot these points on the coordinate grid.				
	Tom knows that, in his school, 10 out of every 85 students are left-handed. There are 391 students in Tom's school. How many students in Tom's school are left-handed?	Hard	2,3	Equation	This is DOK 2 because the student is solving a problem using a unit rate. It is hard because there are many double-digit numbers, and 85 and 10 are not compatible.
DOK 2	Charlene has a jar of marbles, as shown. [jar of 2 red marbles and 3 green marbles] She wants to add marbles to the jar so that the ratio of red marbles to green marbles is 4 to 2. Drag marbles into the jar to show one way Charlene could do this.	Easy	2,3	Graphic response - Drag and drop	This is DOK 2 because the student is adding to a set to achieve a specified ratio. It is easy because 4 and 2 are compatible, and the student only has to add one color of marble.
	The standard length of film on a film reel is 300 meters. On the first day of shooting a movie, a director uses 30% of the film in one reel. How long is the strip of film that was used?	Medium	1	Equation	This is DOK 2 because the student is finding a specified percent of a given quantity. It is medium because the percent is a multiple of 10%.

	Sam is taking a trip to another town. He has traveled 33 miles, and knows that 55% of his trip is complete. How many total miles is Sam's trip?	Hard	1, 2	Equation	This is DOK 2 because the student is finding a specified percent of a given quantity. It is medium because the percent is not a multiple of 10% or divisible by 25%.
DOK 3	Charlene has a jar of marbles, as shown. [jar of 2 red marbles and 3 green marbles] She wants to add marbles to the jar so that the two statements are true. • The ratio of red to green marbles is 4:3. • The ratio of ratio of red marbles to total marbles is 4:7. Drag marbles into the jar to show how Charlene could do this.	Medium	PC1	Graphic response - DND	This is DOK 3 because the student is creating a set to fit two criteria. It is medium because while the numbers given are single-digit, they are not compatible.

Content Standard	**6.LST.2.3**: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Content Limits	Items may ask students to identify the order of steps in a multistep procedure. Procedure or task must be multistep. Use grade 6 text.
Construct-Relevant Vocabulary	conditions, independent, multistep, procedure, trial
Recommended Response Mechanisms (Item Types)	Hot Text Multiple Choice Multi-Select Order Items
DOK	1
Evidence Statements	
Students order steps when performing a technical task.	
Students identify the order of steps in a multistep procedure.	
Sample Item	
Which step must be finalized before [X]? A. Identify [W] B. Label [X] C. Measure [Y] D. Repeat [Z]	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item.
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**6.ML.2.1:** Use evidence to evaluate the accuracy of information presented in multiple media messages.
Content Limits	Type of media considerations: video, audio, poster, advertisement, historical political cartoons, informational graphics (e.g., Smokey the Bear) The item should focus on using evidence to determine whether a media message is or is not accurately portraying the information. Text considerations: A description or pairing must be provided that is identified/identifiable as an accurate, reliable source. The item should use that source to evaluate the accuracy of the presented media. Stimuli for this standard will follow the specifications outlined by the Smarter Balanced Assessment Consortium, which can be found at https://portal.smarterbalanced.org/library/en/ela-stimulus-specifications.pdf Stimuli developed for media-literacy standards should not exceed 300 words.
Construct-Relevant Vocabulary	accuracy, evaluate, evidence, media, message
Recommended Response Mechanisms (Item Types)	Drag and Drop Evidence-Based Selected Response Graphic Response Hot Text Multiple Choice Multi-Select Short Answer Table Match
DOK	3
Evidence Statements	
Students consider two texts to draw a conclusion and cite evidence.	
Students evaluate accuracy and categorize information.	

Sample Item
[The student will be presented with two sources: one that has confirmed, accurate information and one that may use information inaccurately.] Read this quotation from the [passage]. “A quotation is provided containing accurate information related to the topic of both media sources.” How does the quotation present [subject/idea] differently from the [media source]? A. The quotation points out a flaw in the [media source]. B. The quotation offers evidence contradicting the [media source]. C. The quotation provides more information than the [media source]. D. The quotation offers a perspective that is missing from the [media source]. (NOTE: Text quoted from the passage should be brief enough that students are not burdened with an unnecessary reading load.)

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item. (Expectation is that identified construct-relevant words are not for glossing.)
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student’s understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	**6.ML.2.2:** Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)
Content Limits	Type of media considerations: video, audio, poster, advertisement, historical political cartoons, informational graphics (e.g., Smokey the Bear) Text considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media. Stimuli for this standard will follow the specifications outlined by the Smarter Balanced Assessment Consortium, which can be found at https://portal.smarterbalanced.org/library/en/ela-stimulus-specifications.pdf Stimuli developed for media-literacy standards should not exceed 300 words.
Construct-Relevant Vocabulary	context, identify, media, message, target audience,
Recommended Response Mechanisms (Item Types)	Drag and Drop Graphic Response Multiple Choice Multi-Select Table Match
DOK	2
Evidence Statements	
Students make an inference and/or draw a conclusion about the audience being targeted based on features in the provided media.	
Students categorize details or examples that are supportive of specific audiences.	
Sample Item	
Select **two** details in the [advertisement] that are designed to appeal to students. A. Students report higher grades because of [Product X]. B. Students are laughing as they play with [Product X]. C. [Product X] is available in stores where students go. D. [Product X] is located in many students' backpacks. E. Students are discussing [Product X] in a classroom.	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which gives students access to the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item. (Expectation is that identified construct-relevant words are not for glossing.) Glossing consideration should be provided for the word “particular.”
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media. Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student’s understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	Literacy RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Content Limits	Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference made by the item writer, or by the student.
Acceptable Response Mechanism	Hot Text • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. • Requires the student to select an inference from four choices and then to select words or phrases from the text to support the inference (two-part Hot Text). Multiple Choice • Requires the student to select from four choices to answer questions using explicit or implicit information from the text as support.
DOK	1, 2

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	Identify support for a statement in the text where both the statement and support are explicit.	1. Hot Text Response 2. Multiple Choice Response
DOK 2	Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.	1. Hot Text Response 2. Multiple Choice Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 1	Select the sentence from the paragraph that shows why Papa had to leave the farm to go work on the railroad.	Easy	The student must understand that the price of cotton dropped, meaning the family did not have enough money. The text explicitly states the answer to the question and the student does not need to wade through extraneous details.	*Roll of Thunder, Hear My Cry*

	[Hot Text]		The item difficulty is easy because the support directly precedes the idea in the text. Easy Difficulty: The answer is explicitly stated in the text.	
DOK 1	Where does Brian get the idea about how to store live fish in the water? [Multiple Choice]	Medium	The student must identify which detail in the text gives Brian the idea of how to store the fish. Although the answer is stated explicitly in the text, the student must sort through multiple details and paragraphs, increasing the difficulty of the item. The student must make a connection between the woven door Brian uses for his food shelter and the gate he uses to close off part of the river, trapping the fish inside. Medium Difficulty: The answer is explicitly stated but the information must be combined from details in several paragraphs.	*Hatchet*
DOK 2	Which sentence from the text shows that the family's financial situation has not improved? [Multiple Choice]	Easy	The student must use details from the text to show that the family's financial situation still has not improved. The item difficulty is easy because the inference is provided for the student and the support is directly stated in the text. The student must choose the correct support from four answer choices.	*Roll of Thunder, Hear My Cry*

			Easy Difficulty: The support for the inference stated in the question is explicitly provided in the text.	
DOK 2	Select a sentence from the text that shows that the family's financial situation has still not improved. [Hot Text]	Medium	The student must support an inference provided by the item. The inference that the family's financial situation has not improved is provided. The student must infer that because Papa is returning to work on the railroad again that the family still needs to raise money beyond what they earn from the farm. The student must select an example embedded within the text, increasing the number of options and, thus, the difficulty of the item. Medium Difficulty: The student must choose which sentence (among all the sentences in the text) supports the inference provided in the question.	*Roll of Thunder, Hear My Cry*
DOK 2	Reread paragraph 6. Part A: Why does Papa believe the land is so important? Part B: Select the sentence from the text that shows why Papa thinks	Hard	The item requires the student to interpret details from the text to recognize Papa's reason for believing the land is so important. The student must differentiate between the description of the land, Cassie's thoughts and feelings, and quotes from Papa. In Part B, the student must integrate details from across the text to draw an inference about the importance of the land. The student must recognize that owning the land means that the family does not have to answer to anyone else. This item is difficult because the student must draw	*Roll of Thunder, Hear My Cry*

	the land is so important. [two-part Hot Text]		inferences and interpret multiple details from the text. Hard Difficulty: The student must infer the answer to the question based on character's dialogue and then select a sentence from the text that supports this inference.	

Content Standard	Literacy RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Content Limits	Items may ask the student to determine a theme or central idea and how it is conveyed through key details. Themes or central ideas may be explicitly or implicitly stated in the text. The item should focus on specific details used to convey theme or central idea and not the manner in which the author handles them.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the passage. • Requires the student to select words or phrases from the text that help to convey the theme or central idea. • Requires the student to select the theme or central idea from four choices and then to select words or phrases from the text that help to convey the theme or central idea selected (two-part Hot Text). Multiple Choice • Requires the student to select a theme or central idea of the passage from four choices. • Requires the student to select explicit or implicit details from the text that convey a theme or central idea. Proposition Scorer • Requires the student to state in words a theme or central idea of the passage. *(Note to item writer: The range of plausible answers should be limited and the theme or central idea must not be explicitly stated in the text.)* • Requires the student to state in words details from the text that convey a theme or central idea of the passage. • Requires the student to state in words a theme or central idea of the passage and a detail from the text that is used to convey that theme or central idea of the passage. *(Note to item writer: The theme or central idea must be clearly distinct from the textual evidence used to convey it.)*
DOK	2
DOK Demands	

DOK	Task demand		Response mechanism	
DOK 1	N/A			
DOK 2	Determine a theme or central idea that is explicitly or implicitly stated. Provide details that convey the theme or central idea of a text. The item writer may or may not provide the student with the theme. Determine a theme or central idea of text and determine how specific details from the text contribute to how it is conveyed.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response 1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response 1. Hot Text Response 2. Multiple Choice Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	How does the author use the description of the land to convey its importance? [Multiple Choice]	Medium	The student must select the evidence in the last paragraph of the text that demonstrates the lengths that every member of the family is willing to go to in order to keep the land. Although the central idea of the text is provided for the student, they must analyze the impact that this idea has on each of the individual characters. Medium Difficulty: The student must determine how the central idea of the text is given in the description of	*Roll of Thunder, Hear My Cry*

			the characters' actions or plans for future actions.	
DOK 2	Part A: What is the central idea of the passage? Part B: Identify the parts of the passage that convey this idea. [two-part Hot Text]	Hard	The student must first identify the theme of the passage. The student must then select the evidence in the text that shows why the land is so important to the family. The difficulty of this item is hard because the central idea to be identified is implicit in the text and because the student must analyze the text to determine how the idea is revealed. Hard Difficulty: The student must infer the central idea of the passage and then select the parts of the passage that support this inference.	*Roll of Thunder, Hear My Cry*

Content Standard	Literacy RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Content Limits	Items may ask the student to use details from the text to explain how a character responds as the plot unfolds. Items may ask for support that is directly stated in the text or ask students to draw inferences. Items should not ask general questions about plot and character.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that provide details to support an inference about character or plot development. • Requires the student to select from an inference about character and/or plot development from four choices and to select words or phrases from the text that provide support for that inference (two-part Hot Text). Multiple Choice • Requires the student to select an inference about character and/or plot development from four choices. • Requires the student to select details that support an inference about character and/or plot development from four choices. Proposition Scorer • Requires the student to draw an inference, in words, about character and/or plot development. • Requires the student to draw an inference, in words, about character and/or plot development and to support the inference with details from the text. *(Note to item writer: The inference must be distinct from the textual evidence used to support it.)*
DOK	2, 3

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Interpret details from the text to make or support an inference about plot or character	1. Hot Text Response 2. Multiple Choice Response

	development. The item writer may or may not provide the student with the inference. Determine how a character responds to key events in a story's plot. The item writer may or may not provide the student with key events.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response	
DOK 3	Make connections between character development and plot development using explicit or implicit details from the text.		1. Hot Text Response 2. Proposition Response	
Item Models	Sample Item	Difficulty	Notes, Comments	
DOK 2	Part A: How does Brian's experience with the skunk affect his future actions? Part B: Select two sentences from the text that support your response in Part A. [two-part Hot Text]	Easy	The student must recognize the relationship between Brian's actions and previous events. The difficulty of this item is low because the text explicitly states that Brian tries to learn from his mistakes. The student must then interpret which specific actions or details from the text demonstrate that Brian has learned from the event with the skunk. Easy Difficulty: The answer can be inferred from several explicit statements in the text.	*Hatchet*
DOK 2	Part A: How does Brian feel after creating the fish pond?	Medium	The student must evaluate Brian's response to creating the pond. The difficulty of this item is medium because Brian's reaction—yelling that he has fish for sale—is a subtle indication of his excitement. The	*Hatchet*

	Part B: Which sentence from the passage best shows how Brian feels? [two-part Hot Text]		student must read closely to interpret his response. The student must then recognize that it is this particular sentence (not the following one that describes the accomplishment as a breakthrough) that shows his true feeling. Medium Difficulty: The student must infer a character's feelings from the character's actions. The student must justify this inference with a sentence from the text.	
DOK 3	Cassie responds to her father leaving again by flashing back to the first time he left. What does this response reveal about Cassie? [Multiple Choice]	Easy	The student must interpret details in the text in order to make an inference about the impact of a plot event on character development. The student must recognize that Cassie's flashback reveals that she is still struggling to understand the importance of the land and why her father has to leave. The cognitive complexity of the item is high because the student must make connections from implicit details in the text. The difficulty of the item is reduced because the item writer provides Cassie's response to the event and provides four potential interpretations of the connection between plot and character. Easy Difficulty: The students must determine how the author's use of a literary technique helps the reader to understand the character.	*Roll of Thunder, Hear My Cry*

DOK 3	Part A: How does Cassie respond to her Papa leaving again? Part B: What does this reveal about Cassie? [two-part Hot Text]	Medium	The student must interpret details in the text in order to make an inference about the impact of both Cassie's father's departure and the flashback on the development of Cassie's character. The student must identify Cassie's response and select a correct interpretation of what the response reveals, increasing the difficulty of this item. Medium Difficulty: The student must determine how the author's use of a literary technique helps the reader to understand the character. The student must also determine what this tells the reader about the character.	*Roll of Thunder, Hear My Cry*
DOK 3	How does Cassie respond to her father leaving again? What does this response reveal about Cassie's understanding of the land? Use details from the text to support your response. [Proposition Scorer]	Hard	The student must identify Cassie's response and then interpret details in the text to develop an inference about this response—that she is still trying to understand why her father has to leave by remembering the explanation that he provided the first time he left. Although the student is directed to consider what the event reveals about Cassie's understanding of the land in particular, the difficulty is high because the student must make this connection on his or her own, synthesizing multiple implicit details. Hard Difficulty: The student must determine how the author's use of a literary technique helps to describe a character. Then the student must	*Roll of Thunder, Hear My Cry*

			use this to infer the character's thoughts and support this with details from the text.	

Content Standard	Literacy RL.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Content Limits	Items may ask the student to analyze the purpose of specific sentences, scenes, or stanzas. Items may ask students to consider the effect of a particular sentence, scene, or stanza on the overall structure and meaning. Items should focus on how specific structural elements create a comprehensive picture of the theme, setting, or plot.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences or phrases in the text that contribute to the development of the theme, setting, or plot and to select the effect on meaning from four choices (two-part Hot Text). Multiple Choice • Requires the student to select how a sentence, scene, or stanza contributes to overall structure and meaning. Proposition Scorer • Requires the student to explain in words how a given sentence, scene, or stanza contributes to overall structure and meaning. *(Note to the item writer: This response mechanism should only be used when a limited number of responses are possible.)*
DOK	3

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	N/A	
DOK 3	Analyze and explain how a specific element contributes to overall structure and development of the theme, setting, or plot. The item writer can provide the part of the text to be analyzed.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Scorer Response

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 3	Read these sentences from the text. "Beyond the protective fencing of the forest, vast farming fields worked by a multitude of share-cropping families covered two thirds of a ten-square-mile plantation. That was Harlan Granger land." How does this quotation help the reader understand the difference between the Logan land and the Harlan Granger land? [Multiple Choice]	Medium	The student must analyze the impact of the selected quotation. The student must recognize that the quotation highlights the differences of the Harlan Granger land. The words "beyond the protective fencing of the forest" suggest that the Logan land is a special place. The student must also recognize that the Harlan Granger land is worked by a "multitude of . . .families," a direct contrast to the Logan land which is owned and worked only by the Logan family. Because the item requires the student to make several inferences based on a close reading of the quotation and the surrounding text, the difficulty of the item is medium. Medium Difficulty: The student must interpret what one sentence from the text helps the reader understand about the difference between two objects of importance in the text.	*Roll of Thunder, Hear My Cry*
DOK 3	How does the flashback in paragraphs 5 and 6 contribute to the reader's understanding of Cassie's current perception of the land? Use details from the passage to support your response.	Hard	The student must recognize both the purpose and the importance of the flashback. The flashback provides the reader with additional information about the Logan land and Papa's reason for leaving for work, but it also helps the reader understand that Cassie's perception of the land differs from her father's. The student must negotiate Cassie's internal struggle in order to decipher the meaning and construct	*Roll of Thunder, Hear My Cry*

	[Proposition Scorer]		a response using his or her own words, increasing the difficulty of this item. Hard Difficulty: The student must determine how the author's use of a literary technique helps the reader to understand the character's current state of mind and then to provide textual evidence for this analysis.	

Content Standard	**6.RL.3.2:** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.
Content Limits	Items should ask for an explanation rather than the simple identification of the narrator's or speaker's point of view. Targeted passages should present a strong, identifiable point of view that develops throughout the passage. Items should focus on how an author makes choices to develop the mood, tone, and meaning through the narrator or speaker. Students may need to identify the mood, tone, or meaning and then provide support for how the point of view develops it. Items may ask students to consider the relationship of the narrator/speaker to the text (e.g., child, teacher, etc.). The "meaning of a text," as referenced in the standard, will often be related to a theme or lesson in the text but may vary depending on the passage.
Construct-Relevant Vocabulary	develop, impact, mood, narrator, point of view, speaker, tone
Recommended Response Mechanisms (Item Types)	Evidence-Based Selected Response Hot Text Multiple Choice Multi-Select Short Answer
DOK	3
Evidence Statements	
Students explain the development of the point of view.	
Students analyze impact on tone, mood, or meaning.	
Students identify the point of view AND cite evidence from the text.	
Sample Item	
Which statement describes how the narrator's point of view impacts the mood of the passage? A. The narrator's inner dialogue creates a mood of calm confidence. B. The narrator's deep, personal thoughts create a mood of loneliness. C. The narrator's conflicts with other characters create a mood of frustration. D. The narrator's excited conversations with other characters create a mood of anticipation.	

Accessibility and Accommodation Considerations

Literacy Considerations	Word List: Content can select construct-irrelevant words for glossing, which will provide students with the definition and an audio clip of those words. Considerations will include the question/task, standard, and construct-relevant words necessary for the item. (Expectation is that identified construct-relevant words are not for glossing.)
Visual and Auditory Considerations (NOTE: These considerations generally refer to the passage/media source rather than the item.)	Graphics: Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired. Graphics should contain only content that will help students understand or process information; those that do not contribute to the student's understanding should not be included. Graphics should be braillable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description. American Sign Language: Allows a student to see a video of an ASL interpreter. This option will be included only if the media contains audio. Audio Transcriptions: Written transcripts of audio for students of varying auditory and visual abilities can be provided as needed. The same transcripts will be used for ASL videos. Closed Captioning: Captions media so that audio is available for students who are hearing impaired. Can be used for both audio-only and video media.
Linguistic Complexity	Rating to be completed after all final edits have been applied and approved by IDOE.

Content Standard	Literacy RL.6.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Content Limits	Items may ask the student to describe similarities and differences between reading a text and an audio or video version of that text. Items should focus on what students see, hear, or perceive. Items should not ask about one literary text and should be used with a pairing of a text with an audio or video version of that text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases in the text that represent a similarity or difference between a text and its audio or video version. • Requires the student to select words or phrases in the text that represent a similarity or difference between a text and its audio or video version and to select the impact of this similarity or difference (two-part Hot Text). Multiple Choice • Requires the student to select a correct comparison/contrast between the experience of reading a text and listening to or viewing the content in audio or video form.
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Identify similarities and/or differences between reading a text and listening to or viewing an audio or video version. Determine which details from the text indicate a similarity and/or difference between a text and its audio or video version.	1. Hot Text Response 2. Multiple Choice Response 1. Hot Text Response 2. Multiple Choice Response

	Explain the similarities and differences between reading a text and listening to or viewing an audio or video version.		1. Hot Text Response 2. Multiple Choice Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Compare the text of "The Road Not Taken" with the recording of Robert Frost reading the poem aloud. What do you hear when listening to the recording? [Multiple Choice]	Easy	The item requires the student to compare the poem and the recording by following along as they listen to Frost read aloud. Options should include explicit details (e.g., the author does not say all the words, the author does not pause at the end of each line, etc.). The student must recognize that the author does not pause at the end of each line or verse (as the student may or may not do in his or her own reading of the poem). The student must compare explicit details, making this item relatively easy. Easy Difficulty: Compare the audio version of a poem to the written version and find the differences.	"The Road Not Taken"(text and audio)
DOK 2	Compare the text of "The Road Not Taken" with the recording of Robert Frost reading the poem aloud. Part A:	Medium	Part A is the same as the above item. In Part B, the student must evaluate the impact of how the poem is read, increasing the difficulty of the item. Options will again focus on explicit details and require the student to recognize that the author's reading of his poem aloud makes the rhyme sequence more difficult to detect.	"The Road Not Taken" (text and audio)

	What do you notice when listening to the recording? Part B: How does this impact what you hear? [two-part Hot Text]		Medium Difficulty: Compare the audio version of a poem to the written version and find the differences. Then the student must discuss how the differences impact the aural experience.	
DOK 2	What does the listener learn from Robert Frost's reading of "The Road Not Taken" that is not conveyed by the text of the poem? [Multiple Choice]	Hard	The student must consider the broader implications of hearing versus reading a poem. The student must recognize that hearing the author of a poem read it aloud gives the listener an opportunity to experience the author's intended reading and rhythm of the poem. In the case of "The Road Not Taken," Frost reads the poem in a relatively monotonous manner that emphasizes the tone of the poem rather than the rhyme structure. Hard Difficulty: The student must compare the oral rendition of the poem with the written version and then determine what is learned from the oral version that is not learned from the written version.	"The Road Not Taken" (text and audio)

Content Standard	Literacy RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Content Limits	Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items should be developed with text sets from different genres.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences or phrases from each text that show similarities or differences in how two texts present, treat, and/or develop themes or topics. • Requires the student to select a correct explanation of how two or more texts treat a theme/topic from four options and to select sentences or phrases from each text that show similarities or differences (two-part Hot Text). Multiple Choice • Requires the student to select a correct explanation of how two or more texts treat a theme/topic from four options.
DOK	3

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	N/A	
DOK 3	Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes or topics. Analyze the similarities and differences in how two stories present, treat, or develop similar	1. Hot Text Response 2. Multiple Choice Response 1. Hot Text Response 2. Multiple Choice Response

	themes or topics. The item writer may or may not provide the student with the themes or topics.			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 3	Part A: How is the theme of love revealed in *Okay For Now*? Part B: How is the theme of love revealed in "Oranges"? [two-part Hot Text]	Medium	The student must contrast the two pieces by identifying how the theme is revealed in each. The cognitive complexity of the task is high because the student must analyze explicit and implicit details in both texts in order to recognize how the theme of love is revealed—through the narrator's action and inner dialogue in *Okay For Now* and through extended metaphor in "Oranges." The theme of love is provided for the student and four choices are provided in each part, reducing the difficulty of the item. Medium Difficulty: The student must select the literary devices that the authors use to reveal the main theme of the poems.	*Okay For Now*/ "Oranges"
	Both *Okay For Now* and "Oranges" deal with the topic of love. Part A: Select a sentence from *Okay For Now* that reveals the narrator's feelings for Lil.	Hard	The student must contrast the two pieces by identifying how the theme is revealed in each. Four choices are provided for the student in each part. Although the theme is identified for the student, he or she must interpret the meaning of each quote in order to determine if it contributes to the development of the characters' feelings of love, making this a difficult item.	*Okay For Now*/ "Oranges"

	Part B: Select a line from “Oranges” that reveals the narrator’s feelings for the girl. [two-part Hot Text]		Hard Difficulty: The student must select sentences from the poems that describe how the authors feel about the person they love.	

Content Standard	Literacy RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Content Limits	Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference made by the item writer, or by the student.
Acceptable Response Mechanism	Hot Text • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. • Requires the student to select an inference from four choices AND then to select words or phrases from the text to support the inference (Two-part Hot Text.) Multiple Choice • Requires the student to select from four choices to answer questions using explicit or implicit information from the text as support. Multi-Select • Requires the student to select multiple details to support an explicit or implicit statement from the text.
DOK	1, 2

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	Identify support for a statement in the text where both the statement and support are explicit.	1. Hot Text Response 2. Multiple Choice Response 3. Multi-Select Response
DOK 2	Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.	1. Hot Text Response 2. Multiple Choice Response 3. Multi-Select Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage

DOK 1	Why do “many kids and families worry about children who seem to be growing too quickly”? [Multiple Choice]	Easy	The student must recognize that quick growth may indicate a medical issue that needs attention. Although the student must access information across multiple paragraphs, the answer to the question is provided explicitly in the text; thus this is an easy item. Easy Difficulty: Choose the detail from the text that provides explicit support from the question in the stem.	*The Growth Factor*
DOK 1	Part A: Why do doctors monitor children’s growth? Part B: Select a sentence from the text that supports your response. [Two-part Hot Text]	Medium	The student must use explicit details in the text to answer Part A. The student must then recognize that monitoring growth involves two steps: tracking children’s height and comparing that information to the normal growth curve. Because the student must provide support for his or her response in Part A, the difficulty of the item is increased. Medium Difficulty: Use explicit details from the text to answer the question in the stem; then, select the detail in the text that provides the support.	*The Growth Factor*
DOK 2	Why did most scientists at the time believe that El Dorado was a myth? [Multiple Choice]	Easy	Although the text states explicitly that many scientists did not believe El Dorado existed, the reasons must be inferred using details in the text; thus, this is a DOK 2 item. The student must choose the correct support from four answer choices, decreasing the difficulty of the item.	*Lost and Found*

			Easy Difficulty: Complete the inference in the stem using explicit and implicit details from the text.	
DOK 2	Select the phrases from the text that show why people believed the city of El Dorado did not exist. [Hot Text]	Medium	Although the text states explicitly that many scientists did not believe El Dorado existed, the reasons must be inferred using details in the text; thus, the DOK is the same as above. The student must identify multiple pieces of evidence embedded within the text, increasing the difficulty of the item. Medium Difficulty: Complete the inference using explicit and implicit details in the text and select those details within the context of the passage.	*Lost and Found*

Content Standard	Literacy RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Content Limits	Items may ask the student to determine a central idea and how it is conveyed through key details. Central ideas may be explicitly or implicitly stated in the text. The item should focus on specific details used to convey the central idea and not the manner in which the author handles them.
Acceptable Response Mechanisms	Hot text • Requires the student to select words or phrases from the text that explicitly state the central idea of the text. • Requires the student to select words or phrases from the text that help to convey for the central idea. • Requires the student to select the central idea from four choices AND then to select words or phrases from the text that help to convey the central idea selected (two-part Hot Text.) Multiple Choice • Requires the student to select from four choices a central idea of the text. • Requires the student to select from four choices explicit or implicit details from the text that convey central idea. Proposition Scorer • Requires the student to state in words the central idea of the text. *Note to item writer: The range of plausible answers should be limited and the central idea must not be explicitly stated in the text.* • Requires the student to use words to state details from the text that convey the central idea of the text. • Requires the student to state in words the central idea of the text AND a detail from the text that is used to convey the central idea of the text *Note to item writer: The central idea itself must be clearly distinct from the textual evidence used to convey it.*
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	

DOK 2	Determine a theme or central idea that is explicitly or implicitly stated. Provide details that convey the theme or central idea of a text. The item writer may or may not provide the student with the theme. Determine a theme or central idea of text and determine how specific details from the text contribute to how it is conveyed.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response 1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response 1. Hot Text Response 2. Multiple Choice Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which sentence from the passage best captures the central idea? [Multiple Choice]	Easy	The student must select from four direct quotes from the text. The student must recognize that the text emphasizes that everyone grows at a different rate and that it is important to accept our own growth, whatever that rate may be. Although the student must analyze the entire text in order to identify the central idea, the central idea is explicitly stated in the text, making this an easy item. Easy Difficulty: Infer the central idea of the passage and choose the quote that represents this idea.	*The Growth Factor*

DOK 2	Part A: What is the central idea of the passage? Part B: Which detail from the passage best supports your answer in Part A?	Medium	The student must first identify the central idea of the passage, selecting from four choices provided by the item writer. The student must then select evidence in the text that supports the idea that each person's pattern and rate of growth is different. Although the central idea is relatively straightforward in this passage, the need to provide evidence-based support increases the difficulty of this item. Medium Difficulty: Determine the central idea, inferred from the passage; then, support the central idea using explicit details.	*The Growth Factor*
DOK 2	How does the section about basketball player Lisa Leslie contribute to the central idea of the passage? [Multiple Choice]	Hard	The student must examine how the section about Lisa Leslie contributes to the overall meaning of the passage. The student must recognize that the section provides an example of someone being comfortable with who she is despite her height. Although the significance of the section is relatively straightforward, this item requires the student to identify the central idea of the passage and to analyze the impact of the passage with respect to this idea, making the item difficulty hard. Hard Difficulty: Infer the central idea of the passage and determine how specific details are used to convey it.	*The Growth Factor*

Content Standard	Literacy RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Content Limits	Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. Items may ask for support that is directly stated in the text or ask students to draw inferences. Items should not ask general questions about events, individuals, or ideas.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that show the development of a key individual, event, or idea. • Requires the student to select words or phrases from the text that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. • Requires the student to select from four choices a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text AND to select words or phrases from the text that provide support for that analysis (two-part Hot Text.) Multiple Choice • Requires the student to select from four choices explicit or implicit details that illustrate the development of a key individual, event, or idea. • Requires the student to select from four choices a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. Proposition Scorer • Requires the student to explain in words how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. • Requires the student to explain in words how a key individual, event, or idea is introduced, illustrated, or elaborated in the text AND to support this analysis with details from the text. *Note to item writer: The analysis itself must be distinct from the textual evidence used to support it.*
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism

DOK 1	N/A			
DOK 2	Determine which details from the text illustrate how a key individual, event, or idea is introduced, illustrated, and elaborated. Explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text using explicit or implicit details from the text.		1. Hot Text Response 2. Multiple Choice Response 1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	The author uses the opinions of other scientists to develop the reader's understanding of Harrison. Select the details from the text that support this development. [Hot Text]	Easy	This item requires the student to select evidence from the text that illustrates a key individual. Although the student must interpret multiple paragraphs from the text, the item stem directs the student to focus on the opinion of other scientists, decreasing the difficulty of the item. Easy Difficulty: Select explicit and implicit details to support an inference provided in the stem.	*Lost and Found*
DOK 2	Part A: How is explorer Percy Harrison Fawcett introduced in the text? Part B: Select details from the text to	Medium	This item requires the student to select from four choices how the main individual from the text is introduced and to support this response with evidence from the text. The student must recognize that a comparison is drawn between	*Lost and Found*

	support your response in Part A. [Two-part Hot Text]		the actions and goals of Fawcett and a fictional character. Medium Difficulty: Use explicit and implicit details to determine how an individual is introduced; then, select details to provide evidence.	
DOK 2	The text states that "Fawcett's vanished expedition has been called the greatest exploration mystery of the 20th century." Part A: How does the author develop this idea throughout the text? Part B: Select the sentences from the text that support your response in Part A. [Two-part Hot Text]	Hard	The student must recognize that the author use anecdotes, opinions of other scientists, and details about the actions of others in order to illustrate the mystery surrounding Fawcett's expedition. The student must identify details from the text that support this idea in order to trace its development throughout. The student must analyze the text in its entirety and select evidence directly from the text, making this item difficult. Hard Difficulty: Use explicit and implicit details to determine how a subtle idea is developed; then, select details to provide evidence.	*Lost and Found*

Content Standard	Literacy RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Content Limits	Items may ask the student to analyze the purpose of specific sentences, paragraphs, chapters, or sections. Items may ask students to consider the effect of a particular sentence, paragraph, chapter, or section on the overall structure and meaning. Items should focus on how specific structural elements work together and/or help to develop ideas.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences or phrases in the text that contribute to the development of ideas AND to select from four choices how they contribute to overall structure and meaning (Two-part Hot Text.) Multiple Choice • Requires the student to select from four choices how a sentence, paragraph, chapter, or section contributes to overall structure and meaning. Proposition Scorer • Requires the student to explain in words how a given sentence, paragraph, chapter, or section contributes to overall structure and meaning. *Note to the item writer: This response mechanism should only be used when a limited number of responses are possible.*
DOK	3

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Determine how a specific element contributes to overall structure and development of the text's ideas where the purpose of the element is explicit.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response

DOK 3	Analyze and explain how a specific element contributes to overall structure and development of the text's ideas. The item writer can provide the part of the text to be analyzed.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response	
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	What is the purpose of "The Height Factor" section? [Multiple Choice]	Easy	The purpose of the section is established clearly in the first two sentences, making this a DOK 2 item. The two athletes profiled in the section provide clear examples of how being at the extreme in terms of height can provide advantages, making this item easy. Easy Difficulty: Use explicit and implicit details to infer the purpose of a specific section of the text.	*The Growth Factor*
DOK 2	Part A: How does "The Height Factor" section contribute to the reader's understanding of the passage? Part B: Select a detail from the section to support your response in Part A.	Medium	As with the above item, this item focuses on how an entire section of the text contributes to its meaning. Students must recognize that these athletes are highlighted because they show how unusual height can sometimes be an advantage. The student must then select a sentence from the text that reveals this purpose, increasing the difficulty of the item. Medium Difficulty: Infer the purpose of a specific section of the text; then, support the inference with an explicit detail.	*The Growth Factor*

DOK 3	Part A: How do paragraphs 8 and 9 contribute to the reader's understanding of the lost City of Z? Part B: Select a sentence from the paragraphs to support your response in part A. [Two-part Hot Text]	Medium	The student must recognize the purpose of paragraphs 8 and 9. These paragraphs provide evidence that Fawcett's discovery may have been real. The student must then support the purpose by selecting from multiple correct possibilities a sentence that provides evidence that Heckenberger believes he has found Fawcett's lost City of Z. Medium Difficulty: Infer what a specific section of the text contributes to the reader's understanding; then, support this inference with evidence from the text.	*Lost and Found*
DOK 3	Part A: Which sentence from the text helps to develop the idea that the lost City of Z may have been real? Part B: How does this sentence support this idea? [Two-part Hot Text]	Hard	Four answer choices will be provided in Part A. The student must analyze each sentence provided to determine which sentence supports the inference provided in the item stem. The student must then select a correct analysis of how the sentence supports the inference. The student must recognize that Dr. Heckenberger's description of his own team's discoveries in the Amazon provides evidence that Fawcett may have really found a large city as he claimed. Because the student must make connections between multiple implicit details, the DOK is 3. Hard Difficulty: Determine which sentence from the text supports the inference provided in the stem;	*Lost and Found*

			then, explain how the sentence provides support.	

Content Standard	Literacy RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Content Limits	Items may ask the student to determine or identify the author's point of view or purpose in a text. Items also may ask the student to explain the strategies the author uses to convey purpose or point of view.
Acceptable Response Mechanisms	Hot text • Requires the student to select phrases or sentences from the text that support the development of point of view or purpose. • Requires the student to select the purpose or point of view from four choices AND to select details from the text that show how the author develops this point of view or purpose (Two-part Hot Text.) • Requires the student to select the author's point of view or purpose from four choices AND to select from four choices a correct explanation of how point of view or purpose is conveyed (Two-part Hot Text.) • Requires the student to select from four choices a correct explanation of how point of view or purpose is developed AND to select words or phrases in the text that show the development (Two-part Hot Text.) Multiple Choice • Requires the student to select from four choices the author's point of view or purpose. • Requires the student to select from four choices explicit or implicit details from the text that develop the author's point of view or purpose. • Requires the student to select from four choices the correct explanation of how the author develops point of view or purpose. Proposition Scorer • Requires the student to explain in words the author's point of view or purpose. • Requires the student to explain in words how an author develops point of view or purpose. *Note to item writer: This response mechanism should only be used when a limited number of responses are possible.*
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism

DOK 1	N/A			
DOK 2	Determine the author's point of view or purpose. Determine which details from the text support the development of point of view or purpose. Explain how the author develops point of view or purpose using details from the text. The item writer may or may not provide the student with the point of view.		1. Multiple Choice Response 2. Proposition Response 1. Hot Text Response 2. Multiple Choice Response 1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Why did the author write this text? [Multiple Choice]	Easy	The student must use details from the entire text in order to identify the overall purpose, making this a DOK 2 item. Although the student must differentiate between supporting details and overall purpose in order to answer correctly, the organization of the text makes this an easy item. Easy Difficulty: Infer the author's purpose in writing the text.	*The Growth Factor*
DOK 2	Which sentence from the text reveals the author's primary point of view or message?	Medium	The student must identify the author's point of view by selecting from four plausible options. As with the above item, the author addresses several topics, so the student must differentiate between specific details and the overarching	*The Growth Factor*

	[Multiple Choice]		view presented. Because the student must use draw an inference in order to connect the author's point of view to a specific sentence from the text, the item difficulty is increased. Medium Difficulty: Infer the author's point of view and determine which detail from the text reveals the author's central message.	
DOK 2	Part A: What is the author's primary point of view or message? Part B: How does the author develop this point of view in the text? [Two-part Hot Text]	Hard	The student must recognize that the author promotes the view that everyone's height is different and is something to be embraced. The student must further recognize the strategies, such as expert opinion and anecdotes, used by the author to develop this viewpoint. The student must trace the development of the author's point of view across the text, making this a difficult item. Hard Difficulty: Infer the author's point of view; then, evaluate the text to determine how this point of view is conveyed.	*The Growth Factor*

Content Standard	Literacy RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Content Limits	Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the entire text. Items may focus on distinguishing arguments or claims that are supported with evidence from those that are not. Items should not exclusively ask the student to identify the argument or claims in a text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text to trace an argument or claim. • Requires the student to select words or phrases from the text that are used to support an argument or claim. • Requires the student to select an evaluation of the text from four choices AND to select words or phrases from the text to support the evaluation selected (Two-part Hot Text.) Multiple Choice • Requires the student to select from four choices an evaluation of an argument or claim in the text. • Requires the student to select from four choices explicit or implicit details that support an analysis or inference about the text. Multi-Select • Requires the student to select multiple explicit or implicit details that support an argument or claim in the text. • Requires the student to select multiple claims that are supported by reasons or evidence.
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Select textual evidence to trace an argument or claim in the text. The item writer may or may not provide the argument to be traced.	1. Hot Text Response 2. Multiple Choice Response 3. Multi-Select Response

	Determine which claims in a text are supported by reasoning or evidence.		1. Hot Text Response 2. Multiple Choice Response 3. Multi-Select Response	
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which details does the author use to support the idea that not all foods can come from local farms? [Multi-Select]	Easy	The student must recognize multiple pieces of evidence provided by the author in support of this point. The student must differentiate between evidence used to support this claim and evidence used to support the alternate claim that it is better to buy all food locally. The evidence used to support the claim immediately follows the claim within a single section of the text, making this an easy item. Easy Difficulty: Select multiple explicit and implicit details to support the provided argument.	*Where Does Your Food Come From?*
DOK 2	Describe the reasons the author provides to support the idea that it is best to buy food locally. Use at least two details from the text in your response. [Proposition Scorer]	Medium	The student must explain that the support used by the author is support of a particular viewpoint. Again, the student must differentiate between the evidence used to support opposing claims. The student must identify the evidence independently and in writing, increasing the difficulty of the item.	*Where Does Your Food Come From?*

			Medium Difficulty: Determine and then explain the details used to support the provided argument.	
DOK 2	Part A: How does the author support the idea that buying local foods may not always be the better choice? Part B: Trace the author's argument throughout the text by selecting the sentences that support this idea. [Two-part Hot Text]	Hard	The student must evaluate the strategies used by the author to establish and develop the claim provided in the item. The student must first recognize the strategies the author uses, and then trace the author's argument by identifying which details from the text provide support for the idea that buying food locally is not always better. Although the section headings guide the student to a particular part of the text, the student must evaluate the text in its entirety and interpret multiple details in order to trace the argument throughout the text; thus, the item difficulty is hard. Hard Difficulty: Evaluate the text to complete the inference about the provided argument; then, trace the development of the argument in the text by selecting multiple pieces of evidence used to support it.	*Where Does Your Food Come From?*

Content Standard	Literacy RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Content Limits	Items may ask students to integrate information presented in different formats in order to develop or support inferences drawn from the text. Items should require students to use information from the text as well as information presented in a different format. Items should be developed to passages that make meaningful use of information presented in non-written (e.g., visual, quantitative, graphic) form.
Acceptable Response Mechanisms	Grid Response • Requires the student to select palette images to show the integration of information presented in non-written form with information in the text. Hot Text • Requires the student to select words and phrases from the text that show the integration of information present in a text with information presented in another format. • Requires the student to select sentences or phrases from a text and from a visual or graphic representation of information that support an inference drawn from the text (Two-part Hot Text.) • Requires the student to select an inference from four choices AND to select information presented in different formats to support that inference (Two-part Hot Text.) Multiple Choice • Requires the student to select from four choices to answer questions using explicit or implicit information from a text and information presented in a non-written format. Proposition Scorer • Requires the student to answer a question in words using information from a text and information presented in a non-written format. *Note to item writer: This response mechanism should only be used when a limited number of responses are possible.*
DOK	3
DOK Demands	

DOK	Task demand		Response mechanism	
DOK 1	N/A			
DOK 2	N/A			
DOK 3	Integrate information presented in non-written and written format in order to make or support an inference.		1. Grid Response 2. Hot Text Response 3. Multiple Choice Response 4. Proposition Response	
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which claim in the text is supported by the information presented in the chart? [Multiple Choice]	Easy	The student must integrate information from multiple sources and presented in different formats, making this a DOK 3 item. The student must recognize that the information in the chart supports the idea that it is not possible to get one's favorite foods year round from a local farm. The student must connect information from the chart to one discrete claim in the text, making this an easy item. Easy Difficulty: Interpret the information provided in a chart and determine which claim in the text the information supports.	*Where Does Your Food Come From?*
DOK 2	Part A: How could the author use the information presented in the chart to support the argument that eating foods produced locally is a good thing? Part B: How could the author use the	Medium	The student must integrate information from both the chart and the text in order to respond correctly. The student must recognize that the information in the chart shows that some variety of local fruits and vegetables is available year round, supporting the argument in Part A, but also that specific varieties are not always available, supporting the argument	*Where Does Your Food Come From?*

	information presented in the chart to support the argument that it is not possible to rely only on local foods? [Two-part Hot Text]		in Part B. The item requires understanding of the chart and of both arguments presented, making the item difficulty medium. Medium Difficulty: Interpret the information provided in a chart and infer how that information could be used to support multiple arguments provided in the text.	
	Part A: How could the author use the information presented in the chart to support her argument in the "Why Buy Local?" section Part B: How could the author use the information presented in the chart to support her argument in the "Variety is the Spice of Life" section? [Two-part Hot Text]	Hard	As with the above item, the student must integrate information from the chart as well as the text in order to determine how the information presented in the chart would fit in multiple sections of the text. Because the arguments presented in each section of the text are not provided for the student, the difficulty of the item is increased. Hard Difficulty: Interpret the information provided in the chart; then, infer the primary argument in multiple sections of the text and determine how the information provided in the chart could be used to support each argument.	*Where Does Your Food Come From?*

Content Standard	Literacy RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Content Limits	Items may ask the student to analyze similarities and differences in how authors present ideas or events. Items may require students to use key details to explain how authors are similar or different in their approach. Items should not simply ask students to identify common events. Items should be developed with text sets focusing on the same events or ideas.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences or phrases from each text that show similarities or differences in how two authors present events. • Requires the student to select from four options a correct explanation of how two or more authors present events AND to select sentences or phrases from each text that show similarities or differences (Two-part Hot Text.) Multiple Choice • Requires the student to select from four options a correct explanation of how two or more authors present events. Multi-Select • Requires the student to select multiple details to show similarities or differences in how two authors present events.
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Determine similarities and differences in two authors' presentation of the same events using explicit details in the text.	1. Hot Text Response 2. Multiple Choice Response 3. Multi-Select Response
DOK 3	Determine similarities and differences in two authors' presentation of the same events using implicit details in the text.	1. Hot Text Response 2. Multiple Choice Response 3. Multi-Select Response

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which details about Lincoln's life are only available in the biography? [Multi-Select]	Medium	The student must compare explicit details across multiple texts, making this a DOK 2 item. The student must identify multiple details, making the item difficulty medium. Medium Difficulty: Compare multiple explicit details across two texts.	*Abraham Lincoln Autobio-graphical Statement/ Biography*
DOK 3	What additional information about Lincoln's character does the reader learn in his autobiography? [Multiple Choice]	Medium	The student must read closely and interpret implicit details to determine what information about Lincoln's character is only available to the reader in the autobiography, making this a DOK 3 item. The student must recognize that the language Lincoln uses to describe himself suggests that he is a modest man. The student must select from four plausible options, making the item difficulty medium. Medium Difficulty: Complete the inference using implicit details across two texts.	*Abraham Lincoln Autobio-graphical Statement/ Biography*
DOK 3	Part A: What additional information about Lincoln's character does the reader learn in his autobiography? Part B: Select the paragraph from the	Hard	As with the above item, the student must read closely to complete the inference in the stem. The student must also identify the paragraph in the text that supports this response, increasing the item difficulty to hard.	*Abraham Lincoln Autobio-graphical Statement/ Biography*

	text that supports your response in Part A. [Two-part Hot Text]		Hard Difficulty: Complete the inference using implicit details across two texts; then, support this inference with evidence from the text.	

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences or conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*,

	scrimping, *economical*, *unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and -40% of the items should be written across both texts. When developing items from dual texts, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only, to ensure students will have the opportunity to respond in writing, to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct

	meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/“targeted phrase”] **most likely** [suggest/mean]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/“targeted phrase”] suggest?

	• Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Which sentence from the text contains a [word/phrase] that **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** texts? **NOTE:** This stem is only used with two

	literary passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two**/**three** answers. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two**/**three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined]

	What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **Formatting note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** represents that [provide idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [directly quoted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2] **NOTE:** This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note: Selectable text is a whole, continuous section of text.

First, read the dictionary definition. Then, complete the task.

(v) **1.** gather together or acquire an increasing number or quantity of; heap up

Click on the word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences or conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*,

	scrimping, *economical*, *unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and -40% of the items should be written across both texts. When developing items from dual texts, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only, to ensure students will have the opportunity to respond in writing, to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct

	meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/“targeted phrase”] **most likely** [suggest/mean]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/“targeted phrase”] suggest?

	• Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Which sentence from the text contains a [word/phrase] that **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** texts? **NOTE:** This stem is only used with two

	literary passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two**/**three** answers. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two**/**three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined]

	What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **Formatting note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** represents that [provide idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [directly quoted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2] **NOTE:** This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note: Selectable text is a whole, continuous section of text.

First, read the dictionary definition. Then, complete the task.

(v) **1.** gather together or acquire an increasing number or quantity of; heap up

Click on the word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences or conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*,

	scrimping, *economical*, *unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and -40% of the items should be written across both texts. When developing items from dual texts, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only, to ensure students will have the opportunity to respond in writing, to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct

	meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/“targeted phrase”] **most likely** [suggest/mean]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/“targeted phrase”] suggest?

	• Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Which sentence from the text contains a [word/phrase] that **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** texts? **NOTE:** This stem is only used with two

	literary passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two**/**three** answers. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two**/**three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined]

	What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **Formatting note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** represents that [provide idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [directly quoted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2] **NOTE:** This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note: Selectable text is a whole, continuous section of text.

First, read the dictionary definition. Then, complete the task.

(v) **1.** gather together or acquire an increasing number or quantity of; heap up

Click on the word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences or conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*,

	scrimping, *economical*, *unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and -40% of the items should be written across both texts. When developing items from dual texts, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only, to ensure students will have the opportunity to respond in writing, to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct

	meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/“targeted phrase”] **most likely** [suggest/mean]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/“targeted phrase”] suggest?

	• Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Which sentence from the text contains a [word/phrase] that **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** texts? **NOTE:** This stem is only used with two

	literary passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two**/**three** answers. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two**/**three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined]

	What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **Formatting note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** represents that [provide idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [directly quoted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2] **NOTE:** This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note: Selectable text is a whole, continuous section of text.

First, read the dictionary definition. Then, complete the task.

(v) **1.** gather together or acquire an increasing number or quantity of; heap up

Click on the word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences or conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*,

	scrimping, *economical*, *unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and -40% of the items should be written across both texts. When developing items from dual texts, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only, to ensure students will have the opportunity to respond in writing, to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct

	meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/“targeted phrase”] **most likely** [suggest/mean]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/“targeted phrase”]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/“targeted phrase”] suggest?

	• Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly excerpted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Which sentence from the text contains a [word/phrase] that **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as it is used in **both** texts? **NOTE:** This stem is only used with two

	literary passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two**/**three** answers. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two**/**three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? Select **[two/three]** answers. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined]

	What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition. **Formatting note:** When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. **Appropriate Stems:** • Read the dictionary entry. [*(part of speech)*] **1.** [definition] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** represents that [provide idea/meaning]. [excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s)/line(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [directly quoted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2] **NOTE:** This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note: Selectable text is a whole, continuous section of text.

First, read the dictionary definition. Then, complete the task.

(v) **1.** gather together or acquire an increasing number or quantity of; heap up

Click on the word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Content Standard	Literacy RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on how the words or phrases function within a passage and may require the student to analyze the impact of word choice on the text. Items should focus on words and phrases that are central to the meaning of text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select the meaning of a word or phrase from four choices and to select words or phrases from the text that show the meaning (two-part Hot Text). • Requires the student to select examples of figurative language in the text and to select the impact of that language on meaning or tone (two-part Hot Text). Multiple Choice • Requires the student to select the meaning of words used in the text from four choices. • Requires the student to select the impact of word choice on a text's meaning or tone from four choices. Proposition Scorer • Requires the student to explain in words the meaning of words and phrases as used in a text. • Requires the student to explain in words the impact of specific word choice on meaning or tone.
DOK	2, 3

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	

DOK 2	Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.		1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response	
DOK 3	Analyze the impact of the author's word choice on meaning or tone. Determine the meaning of words or phrases and analyze the impact of the words on the meaning or tone of the text.		1. Hot Text Response 2. Multiple Choice Response 1. Hot Text Response 2. Proposition Response	
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	What do the descriptions "threadbare" and "washed to dishwater color" suggest about the clothes Cassie and her brothers wear? [Proposition Scorer]	Medium	The student must recognize that these phrases suggest that the clothes Cassie and her brothers wear are old and worn. Although the meaning of the phrases is relatively straightforward, the student must construct a response using his or her own words, increasing the difficulty of the item. Medium Difficulty: The student must infer the quality of an article described in the story through the descriptive words the author uses.	*Roll of Thunder, Hear My Cry*
DOK 2	Part A: What does it mean when Cassie describes her clothes as "threadbare clothing	Hard	In part A, the student must interpret the meaning of the phrase to recognize that the clothes Cassie and her brothers wear are old and worn. In part B, the student must interpret the phrase in the context of the entire paragraph to	*Roll of Thunder, Hear My Cry*

	washed to dishwater color"? Part B: What does this meaning imply about the Logan land? [two-part Hot Text]		understand that wearing worn clothes represents one of the sacrifices that the family makes in order to maintain ownership of the land. This second step requires the student to synthesize multiple details in the paragraph, increasing the difficulty of the item. Hard Difficulty: The student must infer what descriptive words used in the text imply about the character and her situation.	
DOK 3	Why does the author repeat the line "Mistakes" throughout the passage? [Multiple Choice]	Easy	The student must evaluate what the author is trying to emphasize or communicate by repeating the line. Although analysis of the entire text is required, explicit details in the text, such as "he tried to learn from his mistakes," can be used to decipher the meaning, making the item relatively easy. Easy Difficulty: The student must determine the purpose behind the author's repetition of a specific word throughout the text.	*Hatchet*
DOK 3	Part A: Select a phrase from paragraph 1 that helps establish the difference between the Logan land and the Harlan Granger land.	Hard	The student must recognize the positive connotation of the language used to describe the physical characteristics of the Logan land in comparison to the Harlan Granger land. The student must then analyze the impact of this language on the reader's overall understanding of how the Logans feel about the land. Even Cassie, who later admits to	*Roll of Thunder, Hear My Cry*

	Part B: How does this phrase help convey the Logan's view of their land? [two-part Hot Text]		uncertainty about its value, communicates something about her appreciation for the land in the figurative description that she provides. Although the physical description is explicit in the text, its contribution to the overall meaning is subtle, making both parts of the item difficult. Hard Difficulty: The student must analyze the text to determine which phrase is used to elucidate the difference between two pieces of land and then determine how this helps show how the characters view their land.	

Content Standard	Literacy RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select from four choices the meaning of a word or phrase AND to select words or phrases from the text that show the meaning (two-part Hot Text.) • Requires the student to select examples of figurative language in the text AND to select from four choices the meaning of that figurative language (two-part Hot Text.) Multiple Choice • Requires the student to select from four choices the meaning of words used in the text. Proposition Scorer • Requires the student to explain in words the meaning of words and phrases as used in a text. • *Note to item writer: The item should be used when the student must consider the meaning of phrases beyond their explicit meaning. This response mechanism should only be used when a limited number of answers is possible.*
DOK	2

DOK Demands

DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Response

DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	What is meant when a food is described as "organic"? [Multiple Choice]	Easy	The student must recognize that "organic" refers to the process by which food is grown. The meaning of the term is provided in the same paragraph in which the term is introduced, making the difficulty of this item easy. Easy Difficulty: Infer the meaning of a word using explicit and implicit context clues.	*Where Does Your Food Come From?*
DOK 2	Read paragraph 2. Part A: What does the term "peak season" means as used in this paragraph? Part B: Select the words from the paragraph that help provide the meaning of the term. [Two-part Hot Text]	Medium	Although the student may be familiar with the word "peak," the item requires the student to apply knowledge of the word in the particular context of the passage and the quote. The student must recognize that "peak season" is when fruits are at their ripest. The student must then identify the words in the quote, such as "unripe" and "fresh," that provide this context, increasing the difficulty of the item. Medium Difficulty: Determine the meaning of a phrase as used in the text; then, select the words or phrases that provide the context for that meaning.	*Where Does Your Food Come From?*
DOK 2	Which statement best describes the theory of	Hard	Although the theory is described explicitly in the text, the item requires the student to interpret multiple details from the text in	*Lost and Found*

	environmental determinism? [Multiple Choice]		order to select an appropriate, single-sentence summary of the concept, making this a DOK 2 item. The technical nature of the theory and the words used to describe it make this item difficult. Hard Difficulty: Use explicit and implicit details in the text to determine and summarize the meaning of a challenging, technical term central to the meaning of the text.	

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **interpret** its meaning and impact on the text (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have in the text?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. RL-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., personification) in context. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 3
Stimuli/Passages	Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning or tone. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual-texts, Task Model 5 (short-text constructed-response--WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility concerns.
Evidence Required	1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone in context. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 3	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning or tone. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s)(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide character's name/the narrator/the setting/the text/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statement **best** describes what the [provide an example of figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to [meaning/tone] of the text? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase] affect the reader's interpretation of the text? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide character's name] feelings

	about [provide idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word /"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)/paragraph(s] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the line from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [line/sentence] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 3**	**Task Description:** The **item stem** will prompt the selection of **two** or **three** statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose **two**/**three** answers. The **answer choices** will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be **two** or **three** correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [targeted word/"targeted phrase"]? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statements **best** describe what the [provide an example of figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to the [meaning/tone] of the text? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide character's name/the narrator/the setting/the text/etc.]? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] affect the reader's interpretation of the text? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with

	targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide character's name] feelings about [provide idea]? Select [**two/three**] answers. • Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/introductory/first] paragraph of the text? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? Select [**two/three**] answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? Select [**two/three**] answers. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Select [**two/three**] answers. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 14: LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **interpret** its meaning and impact on meaning (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have in the text?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., personification) in context **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 3
Stimuli/Passages	Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for the set of items and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written to both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 3	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s)] from text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] suggest about [the author/author's point of view/the events/the information/etc.] in the text? • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statement **best** describes what the [provide figurative language] in the sentence(s)/paragraph(s) adds to meaning of the text? • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]

	How does the [word/phrase] [targeted word/"targeted phrase"] affect the reader's interpretation of the meaning of the text? • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [the author's/person quoted] [feelings/opinion/claim(s)] about [provide idea]? • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word /"targeted phrase"] tell the reader about the [the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/paragraph(s) from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the sentence(s)/paragraph(s)] [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points
Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 3**	**Task Description:** The **item stem** will prompt the selection of **two** or **three** statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose **two/three** answers. The **answer choices** will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be **two or three** correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning. **Appropriate Stems:** • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] suggest about [the author/author's point of view/the events/the information/etc.] in the text? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [targeted word/"targeted phrase"]? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)]. [Provide directly sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]

	Which statements **best** describe what the [provide figurative language] in the sentence(s)/paragraph(s) adds to meaning of the text? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [underlined word or phrase] affect the [reader's understanding] of the meaning of the text? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [the author's/person quoted] feelings about [insert idea]? Select **[two/three]** options. • Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/introductory/first] paragraph of the text? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]. Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? Select **[two/three]** options. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text/etc.]? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]

	Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text/etc.]? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s) paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Select **[two/three]** options. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Clarifications	All items are text-dependent. **No item is answerable without listening to the presentation.** As much as possible, items should allude to content presented in the stimulus, or if necessary, content may be paraphrased. Items may contain direct excerpts from the script of the presentation when necessary to assess the skill. As much as possible, when excerpts are used, they are used in the item stem rather than as answer options. The purpose of using excerpts in items is to examine the excerpt within the context of the stimulus, and not to examine the excerpt as isolated content. Items do not assess minor details. Students should only need to listen to the presentation once in order to respond to items. Items should use the word "speaker" when the stimulus is commissioned. Items should use the word "author" or the author's name when the stimulus is permissionable or public domain.
Standards	SL-2 Interpret information presented in diverse media and formats e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL-3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	Stimuli are audio presentations* that may include images. Presentations are one minute in length. The presentation must have a definite purpose and express a viewpoint on a topic. The presentation may contain an argument with claims. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions. The presentation may lack sufficient evidence for the claims made. *Stimuli may include exposition, argument, and functional presentations in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts intended for a broad audience. All stimuli will include a short audio introduction to provide background context for students before they listen to the presentation. Appropriate Introduction for Commissioned Stimuli: In the following presentation you will hear a speaker discuss [topic]. Appropriate Introduction for Permissionable and Public Domain Stimuli: The following presentation is from [source—include date if necessary]. In this piece, [author] discusses [topic].
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.

Accessibility Concerns	Students will be required to listen to grade-level spoken texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students with hearing impairments may need for the spoken information to be signed or provided in closed captioning. Students who are visually impaired or blind may need have visual media described to them. Students with auditory processing may need to have the listening information repeated. 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	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses, Matching Tables

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2, 3**	**Task Description:** For each of the evidence statements, the **answer choices** will present four options of similar structure. The correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation. **Appropriate Stems:** • Which statement **best** describes [speaker's] viewpoint/argument/claim in the presentation/about [topic]? • What is the **most likely** purpose of the presentation? • What is the central idea of the presentation? • Which statement **best** expresses [concept in presentation]? • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] Which statement **best** describes the meaning of the [excerpt type]? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Which detail from the presentation explains/supports [idea in the presentation]? • According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a point of view, purpose, central idea, or key point of the presentation]? **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to analyze the delivery of content in the presentation. **Appropriate Stems:**

	• What is the **most likely** reason/Why does [speaker] include [content in presentation]? • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] stress by including [content in presentation]? • How does [speaker] support [content in presentation]? • [question that requires the student to identify an explicitly stated detail relating to the delivery of content in the presentation]? **Description for Evidence Statement 3:** The **item stem** will pose a question that requires the student to analyze a quality (sufficiency of evidence) of the presentation. **Appropriate Stem:** • Which idea/claim from the presentation is **not** fully supported/is unclear? **NOTE:** This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. **Description for Evidence Statement 4—Option 1:** The **item stem** will pose a question that requires the student to select a conclusion or inference that is supported by content in the presentation **Appropriate Stems:** • Which conclusion/statement is **best** supported by evidence from/can be made based on the presentation? • Based on the presentation, which statement is suggested about/**best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? **Description for Evidence Statement 4—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Which evidence/detail from the presentation indicates/**best** supports [conclusion or inference based on the presentation]? • [conclusion or inference based on the presentation]. Which evidence/detail from the presentation **best** supports this conclusion/statement? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK: 1, 2, 3**	**Task Description:** For each of the evidence statements, the **answer choices** will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. The **item stem** will either state the number of correct responses or state "Select **all** that apply." **Target Evidence Statements:** 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation. **Appropriate Stems:** • Which statements **best** describe [speaker's] viewpoint/argument/claim in the presentation/about [topic]? Select [**number**] options. • Which of the following **best** describe the purposes of the presentation? Select [**number**] options. • Which of the following **best** describe the central ideas of the presentation? Select [**number**] options. • Which statements **best** express [concept in presentation]? Select [**number**] options. • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] Which statements **best** describe the meaning of the [excerpt type]? Select [**number**] options. • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? Select [**number**] options. • Which details from the presentation explain/support [idea in the

	presentation]? Select [**number**] options. • According to the presentation, [question that requires the student to identify explicitly stated details relating to point of view, purpose, central idea, or key point(s) of the presentation]? Select [**number**] options. **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to analyze the delivery of content in the presentation. **Appropriate Stems:** • What are the **most likely** reasons/Why does [speaker] include [content in presentation]? Select [**number**] options. • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? Select [**number**] options. • Which ideas/claims/points does [speaker] stress by including [content in presentation? Select [**number**] options. • How does [speaker] support [content in presentation]? Select [**number**] options. • [question that requires the student to identify explicitly stated details relating to the delivery of content in the presentation]? Select [**number**] options. **Description for Evidence Statement 3:** The **item stem** will pose a question that requires the student to analyze a quality (sufficiency of evidence) of the presentation. **Appropriate Stem:** • Which ideas/claims from the presentation are **not** fully supported/are unclear? Select [**number**] options. **NOTE:** This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. **Description for Evidence Statement 4—Option 1:** The **item stem** will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation. **Appropriate Stems:** • Which conclusions/statements are **best** supported by evidence from/can be made based on the presentation? Select [**number**] options. • Based on the presentation, which statements are suggested about/**best** describe [topic in presentation]? Select [**number**] options. • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? Select [**number**] options. **Description for Evidence Statement 4—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Which evidence/details from the presentation indicate/**best** support [conclusion or inference based on the presentation]? Select [**number**]

	options. • [conclusion or inference based on the presentation]. Which evidence/details from the presentation **best** support this conclusion/statement? Select [**number**] options. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 **Item Type: Two-part multiple choice, with evidence responses** **DOK: 2, 3**	**Task Description:** The **item has two parts:** part A and part B. The **answer choices of PART A** will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. The **item stem of PART B** will pose a question that elicits evidence for PART A. Typically, the question will ask the student to choose the text detail that best supports the answer in PART A. If there are no supporting text details, then the question may instead ask the student to choose the option that 1) applies or builds on the response in PART A or 2) is a detail that supports a concept related to the concept tested in PART A. The **answer choices of PART B** will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications or further analyses of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in PART A directly determines which answer choice will be selected in PART B. Thus, some or all answer choices in PART B should provide plausible support for more than one answer choice in PART A. **Note on PART B for all Evidence Statements:** If the required evidence cannot be put in one correct answer, then PART B may contain two correct answers. If PART B has two correct answers, then it must have five or six options instead of four options. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Lead-in for all Items:** • The following question has two parts. First, answer part A. Then, answer part B. **Target Evidence Statements**: 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem of PART A** will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation. **Appropriate Stems for PART A:**

	• Which statement **best** describes [speaker's] viewpoint/argument/claim in the presentation/about [topic]? • Which of the following **best** describes the purpose of the presentation? • What is the central idea of the presentation? • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the excerpt]? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Based on/According to/In the presentation, [question about interpreting or analyzing point of view, purpose, central idea, or meaning of content in the presentation]? **Appropriate Stems for PART B:** • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports [concept related to that tested in part A]? **Description for Evidence Statement 2:** The **item stem of PART A** will pose a question that requires the student to analyze the delivery of content in the presentation. **Appropriate Stems for PART A:** • What is the **most likely** reason/Why does [speaker] include [content in presentation]? • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] stress by including [content in presentation]? • How does [speaker] support [content in presentation]? **Appropriate Stems for PART B:** • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports [concept related to that tested in part A]? **Description for Evidence Statement 4:** The **item stem of PART A** will pose a question that requires the student to select a conclusion or inference supported by content in the presentation. **Appropriate Stems for PART A:** • Which conclusion/statement is **best** supported by evidence from/can be

	made based on the presentation? • Based on the presentation, which statement is suggested about/**best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? **Appropriate Stem for PART B:** • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports your answer in part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 **Item Type: Matching Tables** **DOK: 1, 2, 3**	**Task Description:** The student will mark the cells in a table that meet certain criteria. **Target Evidence Statements:** 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for all Evidence Statements:** The **item stem** will describe the task the student must perform to complete the table. The item stem may include a description of the purpose of the table. The item stem may include a question, a statement, and/or other information that is necessary to set the task for the student. The **table** will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to viewpoints, purposes, ideas, qualities, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence. The **correct answer choices** will fit clearly into one or more categories in the table. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Appropriate Stems:** • Complete the table to show [description of table purpose]. Click in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. • [description of table purpose]. Complete the table by clicking in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. • [question that the completed table will answer]? Click in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.	
Target 4: LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.	
Clarifications	All items are text-dependent. **No item is answerable without listening to the presentation.** As much as possible, items should allude to content presented in the stimulus, or if necessary, content may be paraphrased. Items may contain direct excerpts from the script of the presentation when necessary to assess the skill. As much as possible, when excerpts are used, they are used in the item stem rather than as answer options. The purpose of using excerpts in items is to examine the excerpt within the context of the stimulus, and not to examine the excerpt as isolated content. Items do not assess minor details. Students should only need to listen to the presentation once in order to respond to items. Items should use the word "speaker" when the stimulus is commissioned. Items should use the word "author" or the author's name when the stimulus is permissionable or public domain.
Standards	SL-2 Interpret information presented in diverse media and formats e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. SL-3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Depth of Knowledge	DOK 1, DOK 2, DOK 3
Stimuli	Stimuli are audio presentations* that may include images. Presentations are one minute in length. The presentation must have a definite purpose and express a viewpoint on a topic. The presentation may contain an argument with claims. The presentation must include sufficient detail, stated or implied, to allow for the formation of conclusions. The presentation may lack sufficient evidence for the claims made. *Stimuli may include exposition, argument, and functional presentations in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts intended for a broad audience. All stimuli will include a short audio introduction to provide background context for students before they listen to the presentation. Appropriate Introduction for Commissioned Stimuli: In the following presentation you will hear a speaker discuss [topic]. Appropriate Introduction for Permissionable and Public Domain Stimuli: The following presentation is from [source—include date if necessary]. In this piece, [author] discusses [topic].
Stimuli/Text Complexity	The spoken texts of presentations should be at grade level and may be of low to high complexity.

Accessibility Concerns	Students will be required to listen to grade-level spoken texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students with hearing impairments may need for the spoken information to be signed or provided in closed captioning. Students who are visually impaired or blind may need have visual media described to them. Students with auditory processing may need to have the listening information repeated. 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	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Two-part multiple choice, with evidence responses, Matching Tables

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2, 3**	**Task Description:** For each of the evidence statements, the **answer choices** will present four options of similar structure. The correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements:** 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation. **Appropriate Stems:** • Which statement **best** describes [speaker's] viewpoint/argument/claim in the presentation/about [topic]? • What is the **most likely** purpose of the presentation? • What is the central idea of the presentation? • Which statement **best** expresses [concept in presentation]? • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] Which statement **best** describes the meaning of the [excerpt type]? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Which detail from the presentation explains/supports [idea in the presentation]? • According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a point of view, purpose, central idea, or key point of the presentation]? **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to analyze the delivery of content in the presentation. **Appropriate Stems:**

	• What is the **most likely** reason/Why does [speaker] include [content in presentation]? • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] stress by including [content in presentation]? • How does [speaker] support [content in presentation]? • [question that requires the student to identify an explicitly stated detail relating to the delivery of content in the presentation]? **Description for Evidence Statement 3:** The **item stem** will pose a question that requires the student to analyze a quality (sufficiency of evidence) of the presentation. **Appropriate Stem:** • Which idea/claim from the presentation is **not** fully supported/is unclear? **NOTE:** This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. **Description for Evidence Statement 4—Option 1:** The **item stem** will pose a question that requires the student to select a conclusion or inference that is supported by content in the presentation **Appropriate Stems:** • Which conclusion/statement is **best** supported by evidence from/can be made based on the presentation? • Based on the presentation, which statement is suggested about/**best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? **Description for Evidence Statement 4—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Which evidence/detail from the presentation indicates/**best** supports [conclusion or inference based on the presentation]? • [conclusion or inference based on the presentation]. Which evidence/detail from the presentation **best** supports this conclusion/statement? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK: 1, 2, 3**	**Task Description:** For each of the evidence statements, the **answer choices** will present five to eight options of similar structure. At least two of the options will be correct answers, and no more than half of the options will be correct. Each correct answer will be clearly discernible. The distractors will be details from the presentation or statements that may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. The **item stem** will either state the number of correct responses or state "Select **all** that apply." **Target Evidence Statements:** 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem** will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation. **Appropriate Stems:** • Which statements **best** describe [speaker's] viewpoint/argument/claim in the presentation/about [topic]? Select [**number**] options. • Which of the following **best** describe the purposes of the presentation? Select [**number**] options. • Which of the following **best** describe the central ideas of the presentation? Select [**number**] options. • Which statements **best** express [concept in presentation]? Select [**number**] options. • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] Which statements **best** describe the meaning of the [excerpt type]? Select [**number**] options. • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? Select [**number**] options. • Which details from the presentation explain/support [idea in the

	presentation]? Select [**number**] options. • According to the presentation, [question that requires the student to identify explicitly stated details relating to point of view, purpose, central idea, or key point(s) of the presentation]? Select [**number**] options. **Description for Evidence Statement 2:** The **item stem** will pose a question that requires the student to analyze the delivery of content in the presentation. **Appropriate Stems:** • What are the **most likely** reasons/Why does [speaker] include [content in presentation]? Select [**number**] options. • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? Select [**number**] options. • Which ideas/claims/points does [speaker] stress by including [content in presentation? Select [**number**] options. • How does [speaker] support [content in presentation]? Select [**number**] options. • [question that requires the student to identify explicitly stated details relating to the delivery of content in the presentation]? Select [**number**] options. **Description for Evidence Statement 3:** The **item stem** will pose a question that requires the student to analyze a quality (sufficiency of evidence) of the presentation. **Appropriate Stem:** • Which ideas/claims from the presentation are **not** fully supported/are unclear? Select [**number**] options. **NOTE:** This stem should be used only when the stimulus contains an idea or a claim that is distinctly lacking support or is evidently unclear. **Description for Evidence Statement 4—Option 1:** The **item stem** will pose a question that requires the student to select the conclusions or inferences supported by content in the presentation. **Appropriate Stems:** • Which conclusions/statements are **best** supported by evidence from/can be made based on the presentation? Select [**number**] options. • Based on the presentation, which statements are suggested about/**best** describe [topic in presentation]? Select [**number**] options. • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? Select [**number**] options. **Description for Evidence Statement 4—Option 2:** The **item stem** will give a conclusion or inference and pose a question that requires the student to select the details from the presentation that support that conclusion or inference. **Appropriate Stems:** • Which evidence/details from the presentation indicate/**best** support [conclusion or inference based on the presentation]? Select [**number**]

	options. • [conclusion or inference based on the presentation]. Which evidence/details from the presentation **best** support this conclusion/statement? Select [**number**] options. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 **Item Type: Two-part multiple choice, with evidence responses** **DOK: 2, 3**	**Task Description:** The **item has two parts:** part A and part B. The **answer choices of PART A** will present four options of similar structure. The correct answer will be clearly discernible. The distractors may be plausible to students who 1) misinterpret details in the presentation, 2) make erroneous conclusions, inferences, judgments, or other analyses about the presentation or about content provided in the item stem, or 3) apply faulty reasoning about the presentation. The **item stem of PART B** will pose a question that elicits evidence for PART A. Typically, the question will ask the student to choose the text detail that best supports the answer in PART A. If there are no supporting text details, then the question may instead ask the student to choose the option that 1) applies or builds on the response in PART A or 2) is a detail that supports a concept related to the concept tested in PART A. The **answer choices of PART B** will present four options. The correct answer will be clearly discernible. The distractors will 1) provide plausible support for the distractors in PART A, 2) provide plausible applications or further analyses of the distractors in PART A, or 3) provide plausible support for the related concept while reflecting the same or similar errors reflected in the distractors in PART A. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in PART A directly determines which answer choice will be selected in PART B. Thus, some or all answer choices in PART B should provide plausible support for more than one answer choice in PART A. **Note on PART B for all Evidence Statements:** If the required evidence cannot be put in one correct answer, then PART B may contain two correct answers. If PART B has two correct answers, then it must have five or six options instead of four options. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Lead-in for all Items:** • The following question has two parts. First, answer part A. Then, answer part B. **Target Evidence Statements**: 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for Evidence Statement 1:** The **item stem of PART A** will pose a question that requires the student to identify, interpret, or analyze the point of view, purpose, central idea, or key points of the presentation. **Appropriate Stems for PART A:**

	• Which statement **best** describes [speaker's] viewpoint/argument/claim in the presentation/about [topic]? • Which of the following **best** describes the purpose of the presentation? • What is the central idea of the presentation? • Read the [excerpt type] from the presentation and the directions that follow. [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] [question about interpreting the meaning of the excerpt]? • What does [short excerpt from presentation that cannot be interpreted without listening to other content in the presentation] show/mean? • Based on/According to/In the presentation, [question about interpreting or analyzing point of view, purpose, central idea, or meaning of content in the presentation]? **Appropriate Stems for PART B:** • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports [concept related to that tested in part A]? **Description for Evidence Statement 2:** The **item stem of PART A** will pose a question that requires the student to analyze the delivery of content in the presentation. **Appropriate Stems for PART A:** • What is the **most likely** reason/Why does [speaker] include [content in presentation]? • How does [content in presentation] support [speaker's purpose/central idea/key point of the presentation]? • Which idea/claim/point does [speaker] stress by including [content in presentation]? • How does [speaker] support [content in presentation]? **Appropriate Stems for PART B:** • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports your answer in part A? • Which statement describes [an application] of [concept tested in part A]? • Which statement describes [an additional way of analyzing the information in part A]? • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports [concept related to that tested in part A]? **Description for Evidence Statement 4:** The **item stem of PART A** will pose a question that requires the student to select a conclusion or inference supported by content in the presentation. **Appropriate Stems for PART A:** • Which conclusion/statement is **best** supported by evidence from/can be

	made based on the presentation? • Based on the presentation, which statement is suggested about/**best** describes [topic in presentation]? • [question about content in the presentation that requires the student to draw a conclusion or make an inference based on the presentation]? **Appropriate Stem for PART B:** • Which sentence/words/detail/text from the presentation provides evidence for/**best** supports your answer in part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 **Item Type: Matching Tables** **DOK: 1, 2, 3**	**Task Description:** The student will mark the cells in a table that meet certain criteria. **Target Evidence Statements:** 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation. **Description for all Evidence Statements:** The **item stem** will describe the task the student must perform to complete the table. The item stem may include a description of the purpose of the table. The item stem may include a question, a statement, and/or other information that is necessary to set the task for the student. The **table** will include a header row of labels and a left column of labels and several (at least six) empty cells. The table will contain at least five different labels. The table labels will relate to an evidence statement and may include references to viewpoints, purposes, ideas, qualities, conclusions, descriptions, explanations, questions, or text details. The labels will not be longer than a phrase or short sentence. The **correct answer choices** will fit clearly into one or more categories in the table. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Appropriate Stems:** • Complete the table to show [description of table purpose]. Click in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. • [description of table purpose]. Complete the table by clicking in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. • [question that the completed table will answer]? Click in the boxes next to the [description of labels in left column] that apply to the [description of labels in header row]. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
<u>Claim 4</u> **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. <u>Claim 2</u> **Target 7, COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a claim, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular position is not privileged; the sources should allow for students to support different positions. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate argumentative full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

	Claim 4 Target 2 **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. o between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources

with that gained from reading a text on the same topic.

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

Claim 4 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.

Gr. 6 Standards: W-8, WHST-8

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Claim 4 Target 4

USE EVIDENCE: Cite evidence to support arguments, ideas or analyses.

Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.

6.RST-1 Cite specific textual evidence to support analysis of science and technical texts.

6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

	information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 2 Target 7** **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim: organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9, WHST-1,4,5,8,9 (DOK 4) 6.W-1, WHST-1 a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating

	an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 6.W-4,WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 7 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Sources must be rich enough to allow students to form a claim. Sources should not be encyclopedic or too general. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular argument is not privileged; the sources should allow for students to support different arguments. • Students should NOT be given a side to support, but should be able to choose the side they are supporting.

	• The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported claims. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.

Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.

Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 7 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an argumentative full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 argumentative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the argumentative full write, the students will analyze relevant ideas and evidence from the sources and use them, in their own words, to logically argue their claim, elaborating when necessary and maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The students will address a specific audience and purpose in each full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).
Task Model 1 **Item Type: Short Text DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two <facts/ideas> are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by [one detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

<table>
<tr>
<td></td>
<td>
Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the two specified sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
</td>
</tr>
</table>

<table>
<tr><td></td><td>

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

</td></tr>
<tr><td>

Task Model 3
Item Type: Short Text
DOK Level 4

</td><td>

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify the sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Rubric Task Model 3a:

<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
</table>

Scoring Note: Score point 1 encompasses partially correct responses.

</td></tr>
</table>

Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

<table>
<tr><td></td><td>Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Choose the [two /three] answers that correctly paraphrase information about <topic> by combining information from both Source #1 and Source #2.</td></tr>
<tr><td>Task Model 5
Item Type: Short Text
DOK Level 4</td><td>Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
The student will evaluate the relevance of information from multiple sources to support research.
Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Explain which source most likely has the most credible information about <topic or subtopic>. Support your explanation using two pieces of evidence from the most credible source.
All of the sources provide information about <topic/idea/claim>. Which source would be most relevant to students researching <topic/idea/claim>? Justify and support your answer with two [details/pieces of evidence] from the most relevant source.
Rubric
Task Model 5a:<table><tr><th>Score Point</th><th>Description</th></tr><tr><td>2</td><td>Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.</td></tr><tr><td>1</td><td>Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source.
OR
Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.</td></tr><tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr></table>Scoring Note: Score point 1 encompasses partially correct responses.</td></tr>
</table>

Task Model 5b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Description:

The student will identify the source that is most credible regarding a specific topic given in the stem.

The **answer choices** should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - The authors of Source #1 and Source #2 present information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of information> from the sources.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 and an adequate evidence-based justification of why the source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by one [detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> and from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from in the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus **Stems:**
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

- Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 7:** 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. **Argumentative Writing:** Create an argumentative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An argumentative assignment must provide the following information: • A purpose for writing • A description of the audience • A topic with multiple sides, one of which the student can argue supported by evidence from the sources about the topic **Sample Argumentative Assignment #1:** The Student Council president has asked you for a recommendation about whether the school should have "junk food" in vending machines. She will use your recommendation in a speech about the issue at an upcoming student assembly. She will deliver the speech to an audience of other students, teachers, and parents. Your assignment is to use the sources to write a multi-paragraph argumentative paper supporting or opposing vending machines that sell "junk food." Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Assignment #2:** Your local school board, the group of people who make decisions regarding school policy, is holding a meeting to decide what programs to include at the school for the upcoming school year. The board is considering adding computer coding as a required course for graduation. Your assignment is to use the sources to write a multi-paragraph argumentative letter to the school board supporting or opposing the inclusion of computer coding as a graduation requirement. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

	Sample Argumentative Assignment #3: As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website. Your assignment is to use the sources to write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim and support your claim from the sources you have read. Develop your ideas clearly and use our own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Scoring:** Your argumentative <writing assignment> will be scored using the following: 1. **Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective were your introduction and your conclusion? 2. **Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number? 3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed*	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • claim is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed*	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged *	**The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:** • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression • alternate and opposing argument(s) may not be acknowledged *	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques*; emotional appeal may dominate • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
Claim 4 **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. **Claim 2** **Target 4, COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a thesis/controlling idea, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • Explanatory essay: In Grade 6, students are NOT asked to write a summary but are expected to come up with their own thesis/controlling idea based on the sources provided and support the thesis/controlling idea. In order to alleviate the simple regurgitation of information, students may be asked to respond using a specific organizational structure that is not formulaic such as comparison/contrast essay or an analysis of cause/effect, problem/solution, etc. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate explanatory full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

Standards	**Claim 4 Target 2** **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

	6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 6 Standards: W-8, WHST-8 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items)

	6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

	Claim 2 Target 4 **Target 4. COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 6 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 WHST-2,4,5,8,9 (DOK 4) 6.W-2/WHST-2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 6.W-4, WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 4 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • The set of sources should provide enough evidence that allows students to establish and support a thesis/controlling idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources together should provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used as one of the stimuli for the PT, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information.

	• Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** <u>Target 2</u> 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. <u>Target 3</u> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research.

Evidence Required	Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 4 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an explanatory full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your initial research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 4 explanatory full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the explanatory full write, the student will use ideas and information from more than one source to explain their thesis/controlling idea, in his or her own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation). In the explanatory full write, the students will use ideas and information from more than one source to explain their thesis/controlling idea, in their own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.
Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the two other sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each piece of evidence. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the specified two sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details. Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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</tr>
<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
1. The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

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Task Model 3
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify sources by title or number.

Rubric
Task Model 3a:

Score	Rationale
2	Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. **OR** Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. 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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Choose the [**two**/**three**] answers that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.

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Task Model 5

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.
  - All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric

Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source.
OR
Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-Correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
Description:
The student will identify the source that is most credible regarding a specific topic given in the stem.
The answer choices should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - The authors of Source #1 and Source #2 present different information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

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Task Model 7

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric

Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by [one detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that<claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify one benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

  - Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 4:** 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. **Explanatory Writing:** Create an explanatory writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An explanatory assignment must provide the following information: • A purpose for writing • A description of the audience • A clear direction to write a thesis/controlling idea supported by evidence from the sources about the topic **Sample Explanatory Assignment #1:** Your computer class is preparing for the technology fair at your school. The technology fair will focus on the impact of the information age. For your part in the fair, you need to help students, parents, and teachers better understand eBooks. Using more than one source, develop a thesis/controlling idea to explain about eBooks. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Sample Explanatory Assignment #2:** The science club in your school wants to help students and teachers better understand solar-powered aircrafts. The science club has asked you to help them with their research on this topic. Using more than one source, develop a thesis/controlling idea to explain about solar-powered aircraft. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. Sample Explanatory Assignment #3: Now that you have completed research on the topic of sleep, the journalism club sponsor has asked you to write an explanatory article about sleep and naps for the

	next issue of the school newspaper. The audience for your article will be other students, teachers, and parents. Using more than one source, develop a thesis/controlling idea about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Note:** • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal). **Sample Explanatory Scoring:** Your explanatory <writing assignment> will be scored using the following: **1. Organization/purpose:** How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective were your introduction and your conclusion? **2. Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose? **3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for language conventions)

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:** • thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	• Insufficient (includes • copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
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.
Target 4, USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.

<u>Claim 2</u>
Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).</td></tr>
<tr><td>Clarifications</td><td>
Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources.
Choosing Sources: The sources in a narrative writing PT are not only meant to help students "brainstorm" but to give them information/research to use in their writing. Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general.
Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.
In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic, such as landing on a planet or what happens when you open a secret door. Be careful not to give students a list of questions after a broad, open topic. For example, "You are traveling west. What will happen over the two week trip or what should happen when you are traveling?" When given an assignment that has a broad topic or a list of questions after the topic, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . . , and then they did that . . . , and then we did this. . . .").
Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable.
Avoid complex genres that students may have not been taught or experienced, for example, fable, fairy tale, legends, or myth.
Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support, arguments, ideas, or analyses.
</td></tr>
</table>

	• Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.
Standards	**Claim 4 Target 2** **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic.

	6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 6 Standards: W-8, WHST-8 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9; RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items)

	6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 2 Target 2:** **COMPOSE FULL TEXTS:** Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate

	to purpose (style or point of view in a short story). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4) 6.W-3 a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 6.W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 2 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts**: Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 6) must have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources.

	• Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used **sparingly** (within a set of 3-4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, an informational/nonfiction text must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli **must serve a purpose** other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source

	document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide.*)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).
Allowable Item Types	2 short-text items, 1 machine-scored item, and a narrative full write.

	Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this <story/article/letter> to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your initial research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2:** You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 2 narrative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Focus the topic, such as landing on a planet or what happens when you open a secret door, but be careful not to give students a list of questions after a broad, open topic. For example, "You are traveling west. What will happen over the two week trip or what should happen when you are traveling?" When given an assignment that has a broad topic or a list of questions after the topic, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . ., and then they did that . . ., and then we did this. . . ."). After drafting the narrative, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).

Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the **two** [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one from each of the two other sources. Student cites the source for each piece of evidence. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one from each of the other two sources. Student does not cite the source for each pieces of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by one detail/example from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the two specified sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
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Target Evidence Statement
Claim 4, Target 2:
The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

Lead-in: No lead-in
Stimulus: G6.T2. Excerpt from one of the sources.
Stem:

Source #2 says <claim/idea>. Click on [two/three] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
Source #2 says <quote>. Click on [two/three] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].

Clarifications: The stem should appear above the excerpt, not after it.
</td>
</tr>
<tr>
<td>Task Model 3
Item Type: Short Text
DOK Level 4</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
<ol start="2">
The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:

While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify the sources by title or number.
While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Rubric
Task Model 3a:
<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
OR
Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
</table>

<table>
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<td></td>
<td>
Task Model 3b:
<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number.
OR
Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 4
Item Type: Multiple Choice, Multiple-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.
Description:
The student will choose the sentences that correctly paraphrase and integrate information from both sources mentioned in the stem that are provided in the performance task.
The answer choices will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest.
The correct answer choice will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:

  - Choose the [**two**/**three**] answers that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.

</td></tr>
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Task Model 5

Item Type: Short Text

DOK Level 4

</td><td>

Target Evidence Statement

Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:

  - Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.

  - All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric

Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based justification of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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<td>
Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source.
OR
Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Description:
The student will identify the source that is most credible regarding a specific topic given in the stem.
The answer choices should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem, and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the most credible source regarding a given topic, and includes the correct explanation of why that source is the most credible regarding a given topic.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.
Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:

The authors of Source #1 and Source #2 present different information about <topic>. Choose one answer that identifies the source that is most likely the most credible and correctly explains why.

</td>
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</table>

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

- The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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<tr>
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Task Model 7b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source.
OR
Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by one [detail/piece of evidence} from the most accurate source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 8
Item Type: Multiple Choice, Single-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
<ol start="2">
The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.
Description:
The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem. The answer choices should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:
Source #1 presents information about <topic>. Choose one answer that identifies the source that most accurately supports the information in Source #1 and correctly explains why.

</td>
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</table>

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2, supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title.
To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.
The **correct answer choices** should fit clearly into one category listed on the table. 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.
Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

  - Look at the [claims/ideas] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each claim.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 2:** 1. The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). **Narrative Writing:** Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). A narrative assignment must provide the following information: • A purpose for writing • A conflict or "jumping-off" point • A description of the audience **Sample Narrative Assignment #1:** Your school writing club is creating an online magazine that is a collection of science fiction stories. The audience for your online magazine is the teachers and students at your school as well as parents and friends who can read the magazine online. Now you are going to write a story to include in the online magazine. For your story, imagine that you have the chance to visit Mars. In your story, tell what happens as soon as you land on the planet. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about Mars or space travel from the sources to improve your story. Make sure you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. **Sample Narrative Assignment #2:** A book author comes to your class and talks about his latest book of short stories. After his talk, he asks everyone in your class to write their own short stories and says he will come back to the class and listen to all of the stories being read. You choose to write about what happens when you go to the circus. In your story, describe what happens when the circus starts and you see something you've never seen before. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about the circus from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. **Sample Narrative Assignment #3:** Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own. In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the

	sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate. **Sample Narrative Scoring:** Your story will be scored using the following: **1. Organization/purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective were your opening and closing for your audience and purpose? **2. Development/elaboration:** How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story? **3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:** • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:** • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:** • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:** • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). **Target 1b. REVISE BRIEF TEXTS:** Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).	
Clarifications	**Target 1a** • Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Organization items focus on the student's ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative. • Elaboration 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 development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative. **Target 1b** • **Note:** This target asks students to **revise**, not edit, which is Target 9. • Note: Items for this target focus on revision **at the sentence or paragraph level**. Items asking for students to replace or add words/phrases are Target 8. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Organization items focus on the student's ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose, and task). • Elaboration items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task.
Standards	**Target 1a** W-3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W-3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W-3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting

	to another. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W-3e Provide a conclusion that follows from the narrated experiences or events. Target 1b W-3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. W-3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. W-3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. W-3e Provide a conclusion that follows from the narrated experiences or events. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone
Depth of Knowledge	**Target 1a** DOK 3 **Target 1b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief narrative texts (@200–250 words). • The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is informative text.
Stimuli/Text Complexity	• 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 the topic sentence). • The stimulus should be written as if it is part of a larger piece of writing. • For organization items, when asking for beginnings or endings, be sure that the stimulus *clearly* lacks an effective beginning or ending.
Accessibility Concerns	Students will be required to read brief narrative 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.
Evidence Required	**Target 1a** 1. **(Organization)** The student will use information provided in a stimulus to **organize** narratives that engage and orient the reader by a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 2. **(Elaboration)** The student will use information provided in a stimulus to **develop** narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events **Target 1b** 1. **(Organization)** The student will use information provided in a stimulus to **revise** organized narratives that engage and orient the reader by a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative

	2. **(Elaboration)** The student will use information provided in a stimulus to **revise** well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.
Allowable Item Types	**Target 1a:** Written Response **Target 1b:** Multiple Choice, single correct response: Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text

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 1a Write Brief Texts** **Item Type: Written Response** **DOK 3**	**Note:** Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a narrative. Complexity may be low to high within a grade level. Text should range between 200 and 250 words. **Task Description:** The stem will direct the student to use the information provided in the stimulus to complete a narrative task (narrative tasks can not always be described in traditional paragraph lengths). The stem will explain how the stimulus information is to be used (e.g., include dialogue, add descriptive details to show a scene, replace a section). **Target Evidence Statements**: **Target 1a** **1. (Organization)** The student will use information provided in a stimulus to **write** organized narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting • providing an opening that introduces a narrator and character(s) • organizing the narrative with a logical sequence of events/experiences • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative **2. (Elaboration)** The student will use information provided in a stimulus to **write** well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events **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 [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows. [[Insert stimulus text between 200-250 words] • Write a beginning* for the [story or narrative] that sets up the action to come [and/or shows what is going on at the start of the narrative and/or

explains/introduces who the characters or what the setting is/are].

- Write an ending* for the story that solves [or finishes the story by solving] the problem in the story. [**Note:** Since this item type is tagged as "organization," be sure that ONLY an ending—resolution to the "problem" or reflection on the experience—is needed.]
- Write an ending* to the narrative that follows logically from the events or experiences in the narrative. [**Note:** Since this item type is tagged as "organization," be sure that ONLY an ending—resolution to the "problem" or reflection on the experience —is needed.]

* Be sure that stimulus clearly ***needs*** a beginning/ending.

ELABORATION ITEM STEMS

A student is writing a [narrative, story, etc.] for [the teacher, class website, school magazine, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text between 200-250 words]

Note: Elaboration items should ask for development ***within*** the existing text. The requested elaboration should come at key points in the story to further develop the conflict, the characters, the turning point, etc.

- The student wants to make the story more exciting [or interesting, etc.]. Add dialogue [and/or description] to replace [OR to come after] the underlined part of the story to show [what happens during that part of the story OR what happens between two characters or events, etc.].
- The student wants to make the story more exciting [or interesting, etc.]. Elaborate on [or develop or add details after] the underlined part of the narrative to show [what happens during an underlined event/between two characters in an underlined section of the story, etc.]. Use dialogue [and/or] description in your writing.
- Add dialogue (and/or descriptive detail) after the underlined part of the story, to show what happens [when____/at the part when ____, etc.].
- Add descriptive details (and/or dialogue) after the underlined part of the story [showing _____, OR to develop the part about _____ , etc.]

***Note:** Stem must always 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. or by asking students to complete a paragraph/section that has been started (and underlined) for them.

Rubric/Scoring Rules:

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).**

Rubric Templates

	Organization—Opening **2 points** The response: • provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose • adequately connects to or sets up the body of the narrative **1 point** The response: • provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters • provides a limited and/or awkward connection to the body of the narrative **0 points** The response: • provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters • provides no connection to the body of the narrative **Organization—Ending** **2 points** The response: • provides a transition from the "body of the story" to the conclusion • provides a satisfying ending to the [story/narrative about…] that provides closure and/or follows logically from the events or experiences in the story **1 point** The response: • provides a limited transition from the "body of the story" to the conclusion • provides a general or partial ending to the [story/narrative about…] that may provide some closure and/or somewhat follow logically from the events or experiences in the story **0 points** The response: • provides no transition from the "body of the story" to the conclusion • provides an unclear or incomplete ending to the [story/narrative about…] that provides little or no closure and/or does not follow logically from the events or experiences in the story **Elaboration** **2 points** The response: • provides appropriate and mainly specific descriptive details and/or dialogue

	• provides adequate development of experiences, characters, setting, action, and/or events • uses adequate sensory, concrete, and/or figurative language • is mostly "shown" 1 point The response: • provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related • provides limited development of experiences, characters, setting, action, and/or events • uses limited sensory, concrete, and/or figurative language • is somewhat "told" 0 points The response: • includes few, if any, descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative • provides minimal, if any, development of experiences, characters, setting, action, and/or events • uses little or no sensory, concrete, and/or figurative language • is mostly "told"

Task Models	
Task Model 2 **Target 1b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note:** Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 200 words (can be shorter for single answer revision items). **Task Description:** The **stem** will pose a question about a revision to the stimulus that improves some specified aspect of the text's development (elaboration) or organization. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and best 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.) **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **revise** organized narratives that engage and orient the reader by • providing an opening that establishes a context and/or setting • providing an opening that introduces a narrator and character(s) • organizing narrative with a logical sequence of events/experiences* • using transition strategies to convey sequence, establish pacing, signal time or setting shifts • providing closure that follows logically from the narrative 2. **(Elaboration)** The student will use information provided in a stimulus to **revise** well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order, **NOT** details that do not belong. Elaboration items address details that do not belong. **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 [narrative, story, etc.] about _____ for [the teacher, the class website, the school magazine, etc.]. The student wants to revise the draft to improve the organization. Read the draft of the _____ and [answer the question/complete the task] that follows.

	• [Embed short narrative with a missing, inappropriate, or ineffective beginning] Choose the sentence(s) that would be the **most effective** beginning [to set up the action to come] for the narrative [story, etc.]. • [Embed narrative with a missing or inappropriate beginning] Choose the sentence(s) that would **best** introduce the [narrator/character/ setting/situation, etc.] [or to replace the first sentence (or underlined sentences)]. • [Embed short narrative with a missing or inappropriate ending] The story has no ending [OR the (underlined) ending of the story is weak). Choose the **best** ending sentence for the ____ [or the best sentence to replace the last underlined sentence in the story (or narrative)]. • Choose the transition word(s) [or phrase(s)] that **best** connect(s) [underlined] sentences [_____ and _____], show(s) readers how [_____ and _____] are connected, or show(s) how time (or setting) changes, etc. **Note**: This is an organization item; therefore the connections function as transition sentences, not elaboration. The text to be connected should be underlined and may consist of two events, situations, settings, etc., that need to be logically connected. **ELABORATION ITEM STEMS** A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [insert stimulus text] • Read the underlined sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the **best** sentence to add descriptive detail [before/after] the underlined sentence [to show (or explain) who the character is, what is going on, what the conflict is, where the story is set, how the character feels about____, etc.]. • Choose the **best** descriptive sentence(s) [or lines of dialogue] to replace [or to be added after] [underlined text] to show [or explain] who the main character is [or what is going on, OR show the relationship/tension/conflict, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Which of the following sentences **best** replaces [underlined text], [or would be **best** to come before/after [underlined text], etc.? • Revise the underlined sentence by choosing the sentence that **best** uses sensory language to help readers visualize [the character/conflict/setting, etc.]. Note: Can also clarify "to replace the underlined sentence" or "to be added after the underlined sentence." **Note:** All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target 8 items • Revise the underlined sentence by choosing the sentence that **most** precisely shows _____ [the character's personality, the setting, etc.]. Note: Can also clarify "to replace the underlined sentence" or "to be added after the underlined sentence." **Note:** All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target

	8 items. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section or by indicating, for example, "between paragraphs 1 and 2," or "at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point; other = 0 points

Task Models	
Task Model 3 **Target 1b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct response** **DOK 2**	**Note:** Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 200 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: [**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including descriptive details and sensory language to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order, **NOT** details that do not belong. Elaboration items address details that do not belong. **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a [narrative, story, etc.] about ____ for [the teacher, the class website, the school magazine, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert stimulus text.] • Revise the <u>underlined</u> sentences by choosing the **two** sentences that provide more sensory details [or more precise language] that could be added to/after [<u>underlined</u> section or paragraph #], or that could be added

	before/after [underlined sentence], to help readers visualize the character (or setting, action, etc.). **Note:** Revision must be at least a full sentence; descriptive phrases, etc. are Target 8 items. • Read the underlined sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the **two best** sentences to add descriptive detail [before/after] the underlined sentence [to show (or explain) who the character is, or what is going on, or what the conflict is, or where the story is set, or how the character feels about ____, etc.]. • Choose the **two best** revisions of [or replacements for] the underlined dialogue between character X and character Y [to better show _____, show the relationship/ tension/conflict, etc.]. • Revise the story by choosing **two** sentences that could replace the underlined sentence to **more** precisely show _____ [the character's personality, the setting, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Choose **two** of the following sentences that would **best** replace _____ and _____ [underlined sentences or sections] [or choose two of the following sentences that could be added after the (one or two) underlined sentences/sections]. **Note for all 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. **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 between part when _____ and _____)," or "after [the underlined part] at the end of paragraph 3," etc. **Scoring Rules:** All correct =1 point; other = 0 points

Task Models	
Task Model 4 **Target 1b Revise Brief Texts** **Item Type: Hot Text, select text** **DOK 2**	**Note:** Items for this target must have a setup that states audience, purpose (narrative), and context/task. **Stimulus:** Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 200 words. **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 4 to 6 possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: 1. **(Organization)** The student will use information provided in a stimulus to **revise** organized narratives that engage and orient the reader by a. providing an opening that establishes a context and/or setting b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative 1. **(Elaboration)** The student will use information provided in a stimulus to **revise** well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order, **NOT** details that do not belong. Elaboration items address details that do not belong. 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 [narrative, story, etc.] about _____ for [the teacher, class website, school magazine, etc.]. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.]

	• Click on the [**one** or **two**] sentence(s) [**if** appropriate, specify the range of possibilities, such as "from paragraph #2 or #3," or "from the ____ part of the story, etc.] that does (do) not belong in the narrative because it does (they do) not follow the order of events in the rest of the [narrative/story]. **Note**: This stem can *only* focus on time order, not inconsistent/ contradictory details, which are elaboration. • For each underlined pair of words/phrases [transition word pairs embedded in text such as next/moreover; and then/also; finally/therefore – correct word must be clearly better than wrong answer], click on the word/phrase that [**best** connects the events or shows how time changes, etc.]. **Note**: For grade 6, embed no more than two pairs. Note also that underlined pair can consist of a single word (e.g., "finally") or short phrase (e.g., "at long last"). **ELABORATION ITEM STEMS** A student is writing a [narrative, story, etc.] for [the teacher, the class website, the school magazine, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert text.] • [Embed within stimulus 4 to 6 underlined lines of dialogue] Click on [**one** or **two**] of the underlined line(s) of dialogue that do/does not fit with how the character acts in the rest of the narrative. • [Embed within stimulus 4 to 6 underlined lines of description] Click on [**one** or **two**] of the underlined sentence(s) of description that do/does not fit with how the setting (or other detail) is described elsewhere in the narrative. **Note**: This item focuses *only* on inconsistent/ contradictory details, not chronology, which is organization. • [Embed within stimulus 4 to 6 underlined lines of description] Click on [**one** or **two**] places within the [underlined section or paragraph #] where more elaboration [or description] is needed to better [develop the characters, show the conflict, describe the scene, etc.]. **Note**: Need for descriptive information should be clear. Note: Need for further elaboration (dialogue/description) must be clear; incorrect responses (distractors) must be clearly appropriate and needed. • [Embed within stimulus 4 to 6 underlined lines of dialogue] Click on [**one** or] **two**] places in the [narrative/story] where dialogue should be added to help readers understand [the characters/what is going on in the story]. **Note**: Need for dialogue should be clear. **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 between part when ___ and ____)," or "after [the underlined part] at the end of paragraph 3," etc.

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

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 (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. **Target 3b: REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	
Clarifications	Target 3a **Note:** Informational 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. 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 or other), 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 these items. Target 3b **Note:** Informational text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience. **Note**: This target asks students to revise, *not* 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 **underlined or otherwise specified** 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. 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 development for audience, purpose (explanatory), and task. **Note:** Evidence includes data (survey or other), and/or research information ("experts say," "research 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 item. Formatting (CCSS W-2a) will not be a focus of these items.
Standards	**Target 3a** W-2a. Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W-2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W-2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W-2e. Establish and maintain a formal style. W-2f. Provide a concluding statement or section that follows from the information or explanation presented. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Target 3b** W-2a. Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W-2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W-2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

	W-2e. Establish and maintain a formal style. W-2f. Provide a concluding statement or section that follows from the information or explanation presented. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.
Depth of Knowledge	**Target 3a** DOK 3 **Target 3b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief explanatory texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length).
Stimuli/Text Complexity	• 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 elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes (e.g., a chart, a bulleted list, etc.) from a 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 5 informational item with student notes:

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

<u>What do we need to do to stay healthy?</u>

Besides having healthy eating and exercise habits, we need to make sure we get enough sleep. Children our age need at least 8 hours of sleep every night to stay healthy. For example, if we don't get enough sleep, we won't have the energy to get the exercise we need to stay healthy.

In conclusion, we have to make choices that will keep us happy, healthy, and useful. Knowing the facts about diet, exercise, sleep and good health can help all of us be the best we can be.

The student has taken the following notes from a credible source:

NOTES	
Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! NO sugary or fried foods homework – 30 min/day fruits, vegetables, chicken, fish (at least 80% of diet) do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories	*- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).* *- *by 5th grade, not all notes have to be relevant to the task (homework is probably not relevant and sleep is covered in next paragraph)*

Choose relevant facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.

Accessibility Concerns	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.
Evidence Required	**Target 3a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 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 a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose **Target 3b Revise Brief Texts** 1. **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will **revise** explanatory text by **identifying** the best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for

	audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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.
Allowable Item Types	**Target 3a:** Written Response **Target 3b:** Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text reorder text

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**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **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.). Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length. Student notes should a. be boxed. b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. c. **not** be complete sentences; d. **not** be grammatically parallel. A heading preceding the notes should read: *The student has taken the following notes from a credible source:* [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. **Task Description:** The stem will direct the student to develop informational/ 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 their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will select from information/evidence provided in order to develop **or elaborate on a** section of an explanatory text by a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate

for the required task and form (essay, report, etc.)

b. using precise language and domain-specific vocabulary to inform or explain

c. establishing and maintaining a formal style (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 [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @200-250 words]

- The student's draft does not have an introduction [OR the introduction* of the student's draft does not have a clear focus]. Write an introduction* that provides a clear [controlling idea, or thesis] for the [report, essay, article, letter, etc.].
- Write a conclusion* for this essay (or report, article, etc.) that [follows logically from the information in the (stimulus) or is appropriate for the audience and purpose of the (report, article, etc.)]

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

ELABORATION ITEM STEMS

A student is writing a [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @200-250 words + student notes @70-80 words]

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.*

- The student wants to develop more support for the [report, etc.]. Using relevant (or appropriate) information from the student notes, write one [or two] paragraphs* to further develop [the underlined (sub)topic.] OR …paragraph(s) that elaborate(e) evidence [or details, examples, etc.] to explain the underlined idea/(sub)topic, etc.
- Using relevant (or appropriate) information from the student notes, write one or two paragraphs* that develop information on the effect of _____ [if stimulus provided the cause of _____]. [Or vice versa]. [Additional possibilities are problem/solution, compare/contrast, pro/con, etc.].
- Choose relevant [facts and/or details, etc.] from the student's notes to develop a paragraph beginning with the underlined sentence.

*** Notes:** 1) The underlined 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 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;" or by asking students to complete a paragraph that has been started (and underlined) for them.

** 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.

Rubric/ Scoring Rules:

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)**

Rubric Templates

Organization—Introduction

2 points
The response:
- introduces an adequate statement of the controlling idea/thesis that reflects the body of writing as a whole
- provides adequate information to put the controlling idea/thesis into context
- does more than list points/reasons to support the controlling idea/thesis—not formulaic
- connects smoothly to the body paragraph

1 point
The response:
- provides a partial or limited controlling idea/thesis
- provides a controlling idea/thesis that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to put the controlling idea/thesis into context
- may list supporting points/reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response:
- provides no controlling idea/thesis or provides a controlling idea/thesis that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to put the controlling idea/thesis into context
- provides no connection to the body paragraph

Organization—Conclusion

	2 points The response: • 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 **1 point** The response: • 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 **0 points** The response: • 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 **Elaboration** **2 points** The response: • 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 **1 point** The response: • 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 **0 points** The response: • provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes • 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

Task Models	
Task Model 2 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some specified and underlined 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.) **Target Evidence Statements**: 1. **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis* ***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. **APPROPRIATE STEMS:** **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).

ORGANIZATION ITEM STEMS

A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows.

- Embed stimulus with a missing introduction] Choose the sentence(s) [or paragraph] that would **best** introduce the topic [OR the best thesis statement] for the [report, essay, article, etc.]. **Note**: Answers can contain a single sentence "main idea" (or focus, etc.) or a multi-sentence answer.
- [Embed stimulus with an underlined ineffective/inappropriate introduction] The [essay, article, etc.] does not have a clear (or appropriate) introduction. Choose the sentence that best replaces the first sentence.
- [Embed stimulus with an underlined ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence(s) that is **more clearly** related to/appropriate for the information presented in the [report, article, etc.].
- [Embed stimulus with a missing conclusion] Choose the [group of] sentence(s) that would be the **best** conclusion for the [essay, report, etc.].

ELABORATION ITEM STEMS

A student is writing a [report, essay, letter, article, etc.] for the [teacher, principal, class, 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.

[Insert stimulus 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.]
- Revise the underlined sentence [section] by replacing it with a sentence [section] that includes 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.]

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.

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

Task Models	
Task Model 3 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified and underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: [**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert stimulus text] • Choose **two** sentences that provide the best [evidence; can specify—examples, concrete details, definitions, facts, quotations, examples, etc., as appropriate for the task] to support the underlined controlling idea [thesis] of the paper. • Choose **two** sentences that could be added [before/after the underlined

	sentence] that would add the best supporting information for the thesis. • Revise the underlined sentences [section] by selecting **two** sentences that include more [precise or specific information or examples, etc.]. **Note:** Must be total sentence revision with topic-specific language, not just more precise phrases. • Choose **two** sentences that would help the writer develop [the underlined (sub)topic or idea from the draft] and [a second underlined (sub)topic or idea from the draft]. **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**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **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 six possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: **1.** **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented **2.** **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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. 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 [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____.The student wants to revise the draft to improve [organization, 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]

- [Insert paragraph of 5 to 6 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 6 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.].
- [Insert **one or two** underlined transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [sentences, paragraphs, or sections]. **Note:** Limit to two pairs of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note**: only transition words/phrases, words that signal relationships, can be assessed outside of target 8.

ELABORATION ITEM STEMS

A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to improve the development of the ideas in the draft. Read the draft of the _____ and complete the task that follows.

- [Embed stimulus with 4 to 5 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**one**] place in the _____ that needs more [facts, details, examples] to support the [stated main (or controlling) idea or (sub)topic]. Note: Correct answer must clearly lack evidence/support; distractors must clearly have supporting information, e.g., an example or a statistic.
- [Embed paragraph with one (or two) sentence(s) that do/does not support the main idea] Click on the [one or **two]** sentences that should be deleted because it/they do(es) **not** support the underlined controlling idea [thesis, (sub)topic] in the paragraph [essay, report, etc.]. **Note**: this is not an organization stem: the correct answer should be information that clearly does not support the controlling idea.
- [Embed stimulus with one (or two) sentence(s) that do not maintain the style] Click on **one** sentence that should be deleted because it does not maintain the writer's style for this audience. **Note**: Correct answer must be clearly different – and inappropriate (e.g., informal, or didactic, or off purpose).

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.

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

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 6a: WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. **Target 6b: REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	
Clarifications	**Target 6a** • Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task. • Organization items focus on the student's ability to **compose** a brief text (one to three paragraphs) by providing a claim and supporting evidence and conclusions appropriate for an argument. • 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 evidence to support a claim that is appropriate for an argumentative text. • Evidence includes data (survey or other), and/or research information ("experts say," "studies show," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • **Note:** Counterclaims are not required until grade 7 • 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:* **Target 6b** • **Note**: This target asks students to revise, *not* edit, which is Target 9. • **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. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • Organization items focus on the student's ability to **revise** a brief text by providing **claims** and supporting reasons,

	transitions to connect reasons to **claims**, and conclusions appropriate for an argument. Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate reasons to support claims. • Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate evidence to support claims/counterclaims. • Evidence includes data (survey or other), and/or research information ("experts say," "studies show," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.
Standards	Target 6a W-1a. Introduce claim(s) and organize the reasons and evidence clearly. W-1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W-1d. Establish and maintain a formal style. W-1e. Provide a concluding statement or section that follows from the argument presented. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target 6b W-1a. Introduce claim(s) and organize the reasons and evidence clearly. W-1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W-1d. Establish and maintain a formal style. W-1e. Provide a concluding statement or section that follows from the argument presented. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.
Depth of Knowledge	**Target 6a** DOK 3 **Target 6b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief argumentative texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length). • **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Appeal to emotion is inappropriate for argument.

Stimuli/Text Complexity	• 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 the stimulus includes an introduction, it should avoid obvious preview of [3] supports; when the 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.) • The stimulus should be written as if it were 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 argument forms such as essay, editorial (not letter to editor), etc. • For 6a elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes (e.g., a chart, a bulleted list, etc.) from a 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: o written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.) o presented in any particular order. o 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 5 informational item with student notes:

A student is writing a report for science class about healthy living. Read the draft of the report. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making good choices. Decisions about the foods we eat, how much sleep we get, exercise, and even the activities we chose can have a positive effect on a person's well being. These choices can control how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

Besides adopting healthy eating and exercise habits, people need to make sure they get enough sleep to fuel their bodies. Children our age, pre-teens, need at least 8 hours of sleep every night to support other healthy living habits. For example, if you don't get enough sleep, you won't have the energy to get the exercise you need to stay healthy.

In conclusion, all of us have to be responsible for making choices that will keep us happy, healthy, and productive. Knowing the facts about the relationships between diet, exercise, sleep and good health can help all of us feel better about ourselves.

Explanation for STIMULUS

- stimulus is within recommended word length for gr 5 (between 150-200 words)

- task is asking for students to develop one part of the report, rather than write entire body

- stimulus models good writing yet is accessible to 5th grade students

The student has taken the following notes from a trustworthy source:

	NOTES Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! Homework – recommended 30 minutes/day* NO sugary or fried foods Eat fruits, vegetables, chicken, fish (at least 80% of diet) Be physical during recess (not games/cards) Pre-teens = 8 hrs sleep per day* Fat no more than 30% ALL calories **Explanation for NOTES** *- The notes provide sufficient ideas on both diet and exercise for the writer to develop and elaborate* *- The notes fall within the recommended word count for gr 5 (50-60 words)* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).* *- *by 5th grade, not all notes have to be relevant to the task (homework is probably not relevant and sleep is covered in next paragraph)* Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
Accessibility Concerns	Students will be required to read brief argumentative 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.
Evidence Required	**Target 6a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** arguments by: a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claims, so as to build a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)

	2. **(Elaboration)** The student will select from information provided in order to **develop** or **elaborate** on a designated part of an argumentative text by: a. referencing and integrating relevant reasons supported by credible evidence b. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose **Target 6b Revise Brief Texts** 1. **(Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as: a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claim, building a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, reasons, and evidence* d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) e. 2. **(Elaboration)** The student will **revise** arguments by **identifying** the best use of elaboration techniques such as: a. including relevant reasons to support claim b. including relevant and credible evidence to support reasons c. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose d. deleting details that do not support the claim* ***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.
Allowable Item Types	**Target 6a:** Written Response **Target 6b:** Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text, reorder text

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 6a Write Brief Texts** **Item type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level and content appropriate, as if written by a good student. Text should be a model of good writing. 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 reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length. Student notes should: • 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. A heading preceding the notes should read: ***The student has taken the following notes from a trustworthy source:*** [**Note**: 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. **Task Description:** The stem will direct the student to **develop** one or two argumentative paragraphs, 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 their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: • **(Organization)** The student will use information provided in a stimulus to **organize** arguments by: • providing an opening that establishes a clear claim and context for argument* • organizing reasons and evidence to support claims, so as to build a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons • using appropriate vocabulary for argument • providing a conclusion* that is appropriate to purpose and audience and follows from the argument(s)

*Be sure that the stimulus clearly lacks an effective introduction/conclusion.

- **(Elaboration)** The student will select from information provided in order to **develop** or **elaborate** on a section of an argumentative text by
- referencing and/or integrating relevant and credible evidence (from notes provided) to support claims
- establishing and maintaining a formal style and 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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.] . Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @150-200 words]

- The beginning* of the student's [essay, letter, etc.] does not state a clear claim. Write an introduction* to the [argumentative essay, editorial, etc.] that establishes and introduces a clear claim about _____.
- This essay [editorial, etc.] is missing a conclusion.* Write a conclusion that follows logically from the argument.
  *Be sure the stimulus clearly needs an introduction/conclusion.

ELABORATION ITEM STEMS

A student is writing [argumentative essay, editorial, etc.] about ____ for the [teacher, class, principal, student newspaper, etc.]. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @150-200 words + student notes @50-60 words]

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 will either quote directly from the source (they'll assume the notes have been paraphrased) or integrate information using their own words when referencing the sources. They will not need to cite sources.*

- The student wants to continue paragraph ___ by developing more support for the claim in the [letter, article, etc.]. Choose information from the student notes to develop [the underlined reason/claim etc.].
- Choose facts and details from the student notes to develop a supporting paragraph that begins with the underlined sentence.
- The student needs to add more support for the claim in the [essay, article, etc.]. Write one or two paragraphs that develop relevant evidence [examples, facts, etc. depending on the content of the student notes] from the student notes to support the underlined claim (or reason) [in/at the end of, etc. paragraph #].
- A student has written an introduction [and the first body paragraph (or two)] of an argumentative essay that establishes and introduces a clear claim

about _____. Use the student's notes to add evidence to support [and further develop] the underlined supporting claim [or reason]

* **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;" or by asking students to complete a paragraph that has been started for them.

**Notes: Elaboration questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter; 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, develop, or elaborate on. For elaboration items, students should never be required to "conclude" a piece of writing.

Rubric/ Scoring Rules:

2, 1, 0 Points: the rubric needs to be item-specific for organization and elaboration brief writes. **Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)**

Organization—Introduction

2 points
The response:
- establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole
- provides adequate information to frame the argument to put the claim into context
- does more than list arguments to support claim—not formulaic
- provides a logical connection to the body paragraph

1 point
The response:
- provides a partial or limited claim
- provides a claim that partially reflects the argument(s) presented in the body of writing as a whole
- provides limited and/or extraneous information to frame the argument to put the claim into context
- may list arguments—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response:
- provides no claim or provides a claim that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to frame the argument to put the claim into context
- provides no connection to the body paragraph

Organization—Conclusion

	2 points The response: • provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen) • does more than restate or summarize the arguments—not formulaic • provides adequate connections and/or progression of ideas to contribute to coherence **1 point** The response: • provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole • lists, restates, or summarizes the arguments—formulaic • provides an awkward or partial connection and/or limited progression of ideas **0 points** The response: • provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole • may restate random and/or incorrect arguments or just restate the claim • provides no connection or progression of ideas **Elaboration** **2 points** The response: • develops adequate supporting arguments and/or relevant evidence based on the student notes • does more than list supporting arguments • adequately elaborates arguments using precise words/language **1 point** The response: • provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related • lists supporting arguments with limited elaboration/evidence • partially elaborates arguments using general words/language **0 points** The response: • provides minimal or no supporting arguments and/or evidence from the student notes • provides supporting arguments 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

Task Models	
Task Model 2 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. **Answer choices** will present four options. 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.) **Target Evidence Statements**: **1. (Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) **2. (Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* ***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. **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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows.

	• [Embed argument stimulus with a missing introduction] Choose the sentence(s) that would make the **best** introduction to establish and introduce the claim [set up the argument, etc.]. **Note:** Each answer choice can have a single "topic sentence" or a multi-sentence introduction. • [Embed argument stimulus with an underlined ineffective/ inappropriate introduction] The [introductory paragraph of the letter, essay, article, etc.] does not state a clear claim. Choose the sentence(s) that best replaces the underlined sentence(s). • [Embed argument stimulus with a missing conclusion] Choose the sentence(s) that **best** concludes [the introductory paragraph (or other) of] the argumentative [essay, letter, etc.]. • [Embed argument stimulus with an underlined inappropriate/ ineffective concluding sentence] Choose the sentence that would be the **best** conclusion for the argument [or should be added to (underlined sentence, final paragraph, etc.)] to conclude the argument [indicate where additional sentence would be added to existing conclusion]. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text] • Choose the sentence(s) that add(s) the **best** evidence/information to support [the underlined claim/reason] in the student's ___. Note: supporting information should be accessible evidence – facts, quotes from known "experts" such as the principal, etc., not just general reasons. • Choose the sentence that **best** develops [or supports or explains] [the underlined reason/sentence (or underlined text at the end of paragraph 2, etc.)]. • Choose the sentence(s)/paragraph that should be added (or should replace) [the underlined information] to strengthen the author's argument. **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. **Scoring Rules:** All correct = 1 point, other = 0 points

Task Models	
Task Model 3 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct responses** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a good student. Text should be a model of good writing Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should range between 200 and 250 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: **(Note: There are no Organization items for this task model)** **(Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as a. including relevant and credible evidence to support reasons b. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose c. deleting details that do not support the claim* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. 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] • Choose **two** sentences that add the **best** pieces of evidence (or information) to support [the one underlined claim or supporting reason]. • Choose the **two** sentences that would **best** develop [or support or explain] [the underlined reason/sentence/evidence (or underlined text at the end of paragraph 2, etc.]. **Note**: students choose **two** answer choices to support **one** underlined claim, reason, etc. • The student wants to replace the **two** underlined sentences

	[inappropriate/irrelevant or weak in supporting the claim] with sentences that would be more appropriate for the author's argumentative purpose [or for the stated audience]. Choose the two **most** appropriate sentences that could replace the **two** underlined [sentences/reasons, etc.]. **Note**: students choose two answer choices to support **two** underlined claims, reasons, etc. **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 6b Revise Brief Texts** **Item Type: Hot Text, select text** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words. **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 four to six possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: **1. (Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as: • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) **2. (Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* ***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. 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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to

	revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text] • [Insert paragraph of 4-6 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the argumentative [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the **best** introduction for this [argumentative letter, article, etc.]. • [Insert paragraph of 4 to 6 sentences, with the best conclusion embedded somewhere within the body of the paragraph] The last sentence is not the best conclusion for the [essay, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion for this argument. • [Insert **one or two** underlined transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft of the argument by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [sentences, paragraphs, or sections]. **Note:** Limit to two pairs of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note**: only transition words/phrases, words that signal relationships, can be assessed outside of target 8. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. 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. • [Embed stimulus with 4 to 6 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**one**] place in the _____ that needs more [evidence: facts, details, examples] to support the underlined claim or reason. **Note**: Correct answer must clearly lack evidence/ support, etc. • [Embed paragraph with one (or two) sentence(s) that do/does not support the claim] Click on the [one or **two]** sentences that should be deleted because it/they do(es) **not** support the underlined claim [reason] in the paragraph [essay, report, etc.]. **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 section] at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point, other = 0 points

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
<u>Claim 4</u> **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. <u>Claim 2</u> **Target 7, COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a claim, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular position is not privileged; the sources should allow for students to support different positions. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate argumentative full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

	Claim 4 Target 2 **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. o between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources

with that gained from reading a text on the same topic.

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

Claim 4 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.

Gr. 6 Standards: W-8, WHST-8

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Claim 4 Target 4

USE EVIDENCE: Cite evidence to support arguments, ideas or analyses.

Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.

6.RST-1 Cite specific textual evidence to support analysis of science and technical texts.

6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

	information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 2 Target 7** **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim: organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9, WHST-1,4,5,8,9 (DOK 4) 6.W-1, WHST-1 a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating

	an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 6.W-4,WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 7 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Sources must be rich enough to allow students to form a claim. Sources should not be encyclopedic or too general. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular argument is not privileged; the sources should allow for students to support different arguments. • Students should NOT be given a side to support, but should be able to choose the side they are supporting.

	• The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported claims. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.

Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.

Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 7 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an argumentative full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 argumentative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the argumentative full write, the students will analyze relevant ideas and evidence from the sources and use them, in their own words, to logically argue their claim, elaborating when necessary and maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The students will address a specific audience and purpose in each full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).
Task Model 1 **Item Type: Short Text DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two <facts/ideas> are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by [one detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
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<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the two specified sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
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Target Evidence Statement
Claim 4, Target 2:
The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

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Task Model 3
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify the sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Rubric Task Model 3a:

<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
</table>

Scoring Note: Score point 1 encompasses partially correct responses.

</td></tr>
</table>

Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

<table>
<tr><td></td><td>Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Choose the [two /three] answers that correctly paraphrase information about <topic> by combining information from both Source #1 and Source #2.</td></tr>
<tr><td>Task Model 5
Item Type: Short Text
DOK Level 4</td><td>Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
The student will evaluate the relevance of information from multiple sources to support research.
Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Explain which source most likely has the most credible information about <topic or subtopic>. Support your explanation using two pieces of evidence from the most credible source.
All of the sources provide information about <topic/idea/claim>. Which source would be most relevant to students researching <topic/idea/claim>? Justify and support your answer with two [details/pieces of evidence] from the most relevant source.
Rubric
Task Model 5a:<table><tr><th>Score Point</th><th>Description</th></tr><tr><td>2</td><td>Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.</td></tr><tr><td>1</td><td>Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source.
OR
Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.</td></tr><tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr></table>Scoring Note: Score point 1 encompasses partially correct responses.</td></tr>
</table>

Task Model 5b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Description:

The student will identify the source that is most credible regarding a specific topic given in the stem.

The **answer choices** should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - The authors of Source #1 and Source #2 present information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of information> from the sources.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 and an adequate evidence-based justification of why the source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by one [detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> and from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from in the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus **Stems:**
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

- Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 7:** 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. **Argumentative Writing:** Create an argumentative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An argumentative assignment must provide the following information: • A purpose for writing • A description of the audience • A topic with multiple sides, one of which the student can argue supported by evidence from the sources about the topic **Sample Argumentative Assignment #1:** The Student Council president has asked you for a recommendation about whether the school should have "junk food" in vending machines. She will use your recommendation in a speech about the issue at an upcoming student assembly. She will deliver the speech to an audience of other students, teachers, and parents. Your assignment is to use the sources to write a multi-paragraph argumentative paper supporting or opposing vending machines that sell "junk food." Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Assignment #2:** Your local school board, the group of people who make decisions regarding school policy, is holding a meeting to decide what programs to include at the school for the upcoming school year. The board is considering adding computer coding as a required course for graduation. Your assignment is to use the sources to write a multi-paragraph argumentative letter to the school board supporting or opposing the inclusion of computer coding as a graduation requirement. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

	Sample Argumentative Assignment #3: As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website. Your assignment is to use the sources to write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim and support your claim from the sources you have read. Develop your ideas clearly and use our own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Scoring:** Your argumentative <writing assignment> will be scored using the following: 1. **Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective were your introduction and your conclusion? 2. **Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number? 3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed*	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • claim is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed*	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged *	**The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:** • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression • alternate and opposing argument(s) may not be acknowledged *	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques*; emotional appeal may dominate • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
Claim 4 **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. **Claim 2** **Target 4, COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a thesis/controlling idea, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • Explanatory essay: In Grade 6, students are NOT asked to write a summary but are expected to come up with their own thesis/controlling idea based on the sources provided and support the thesis/controlling idea. In order to alleviate the simple regurgitation of information, students may be asked to respond using a specific organizational structure that is not formulaic such as comparison/contrast essay or an analysis of cause/effect, problem/solution, etc. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate explanatory full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

Standards	**Claim 4 Target 2** **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

	6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 6 Standards: W-8, WHST-8 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items)

	6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

	Claim 2 Target 4 **Target 4. COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 6 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 WHST-2,4,5,8,9 (DOK 4) 6.W-2/WHST-2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 6.W-4, WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 4 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • The set of sources should provide enough evidence that allows students to establish and support a thesis/controlling idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources together should provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used as one of the stimuli for the PT, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information.

	• Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** <u>Target 2</u> 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. <u>Target 3</u> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research.

Evidence Required	Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 4 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an explanatory full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your initial research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 4 explanatory full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the explanatory full write, the student will use ideas and information from more than one source to explain their thesis/controlling idea, in his or her own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation). In the explanatory full write, the students will use ideas and information from more than one source to explain their thesis/controlling idea, in their own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.
Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the two other sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each piece of evidence. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the specified two sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details. Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
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Target Evidence Statement
Claim 4, Target 2:
1. The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

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Task Model 3
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify sources by title or number.

Rubric
Task Model 3a:

Score	Rationale
2	Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. **OR** Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. 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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

<table>
<tr><td></td><td>

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Choose the [**two**/**three**] answers that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.

</td></tr>
<tr><td>

Task Model 5

Item Type: Short Text

DOK Level 4

</td><td>

Target Evidence Statement

Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.
  - All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric

Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

</td></tr>
</table>

<table>
<tr>
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<td>
Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source.
OR
Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-Correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
Description:
The student will identify the source that is most credible regarding a specific topic given in the stem.
The answer choices should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - The authors of Source #1 and Source #2 present different information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

</td></tr>
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Task Model 7

Item Type: Short Text

DOK Level 4

</td><td>

Target Evidence Statement

Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric

Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

</td></tr>
</table>

Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by [one detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that<claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify one benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

  - Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 4:** 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. **Explanatory Writing:** Create an explanatory writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An explanatory assignment must provide the following information: • A purpose for writing • A description of the audience • A clear direction to write a thesis/controlling idea supported by evidence from the sources about the topic **Sample Explanatory Assignment #1:** Your computer class is preparing for the technology fair at your school. The technology fair will focus on the impact of the information age. For your part in the fair, you need to help students, parents, and teachers better understand eBooks. Using more than one source, develop a thesis/controlling idea to explain about eBooks. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Sample Explanatory Assignment #2:** The science club in your school wants to help students and teachers better understand solar-powered aircrafts. The science club has asked you to help them with their research on this topic. Using more than one source, develop a thesis/controlling idea to explain about solar-powered aircraft. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. Sample Explanatory Assignment #3: Now that you have completed research on the topic of sleep, the journalism club sponsor has asked you to write an explanatory article about sleep and naps for the

	next issue of the school newspaper. The audience for your article will be other students, teachers, and parents. Using more than one source, develop a thesis/controlling idea about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Note:** • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal). **Sample Explanatory Scoring:** Your explanatory <writing assignment> will be scored using the following: **1. Organization/purpose:** How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective were your introduction and your conclusion? **2. Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose? **3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for language conventions)

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:** • thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	• Insufficient (includes • copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

<table>
<tr><td colspan="2">Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 2: Students can produce effective writing for a range of purposes and audiences.</td></tr>
<tr><td colspan="2"><u>Claim 4</u>
Target 2, ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
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.
Target 4, USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.

<u>Claim 2</u>
Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).</td></tr>
<tr><td>Clarifications</td><td>
Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources.
Choosing Sources: The sources in a narrative writing PT are not only meant to help students "brainstorm" but to give them information/research to use in their writing. Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general.
Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus.
In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic, such as landing on a planet or what happens when you open a secret door. Be careful not to give students a list of questions after a broad, open topic. For example, "You are traveling west. What will happen over the two week trip or what should happen when you are traveling?" When given an assignment that has a broad topic or a list of questions after the topic, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . . , and then they did that . . . , and then we did this. . . .").
Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable.
Avoid complex genres that students may have not been taught or experienced, for example, fable, fairy tale, legends, or myth.
Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support, arguments, ideas, or analyses.
</td></tr>
</table>

	• Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.
Standards	**Claim 4 Target 2** **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic.

	6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 6 Standards: W-8, WHST-8 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9; RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items)

	6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 2 Target 2:** **COMPOSE FULL TEXTS:** Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate

	to purpose (style or point of view in a short story). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4) 6.W-3 a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 6.W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 2 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts**: Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 6) must have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources.

	• Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used **sparingly** (within a set of 3-4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, an informational/nonfiction text must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli **must serve a purpose** other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source

	document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide.*)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).
Allowable Item Types	2 short-text items, 1 machine-scored item, and a narrative full write.

	Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this <story/article/letter> to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your initial research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and complete your research." **Sample Setup #2:** You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 2 narrative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Focus the topic, such as landing on a planet or what happens when you open a secret door, but be careful not to give students a list of questions after a broad, open topic. For example, "You are traveling west. What will happen over the two week trip or what should happen when you are traveling?" When given an assignment that has a broad topic or a list of questions after the topic, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . ., and then they did that . . ., and then we did this. . . ."). After drafting the narrative, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).

Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the **two** [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one from each of the two other sources. Student cites the source for each piece of evidence. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one from each of the other two sources. Student does not cite the source for each pieces of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by one detail/example from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the two specified sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

Lead-in: No lead-in
Stimulus: G6.T2. Excerpt from one of the sources.
Stem:

Source #2 says <claim/idea>. Click on [two/three] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
Source #2 says <quote>. Click on [two/three] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].

Clarifications: The stem should appear above the excerpt, not after it.
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<td>Task Model 3
Item Type: Short Text
DOK Level 4</td>
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Target Evidence Statement
Claim 4, Target 2:
<ol start="2">
The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:

While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify the sources by title or number.
While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Rubric
Task Model 3a:
<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
OR
Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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Task Model 3b:
<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number.
OR
Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<tr>
<td>Task Model 4
Item Type: Multiple Choice, Multiple-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.
Description:
The student will choose the sentences that correctly paraphrase and integrate information from both sources mentioned in the stem that are provided in the performance task.
The answer choices will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest.
The correct answer choice will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:

  - Choose the [**two**/**three**] answers that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.

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Task Model 5

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:

  - Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.

  - All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric

Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based justification of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source.
OR
Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Description:
The student will identify the source that is most credible regarding a specific topic given in the stem.
The answer choices should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem, and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the most credible source regarding a given topic, and includes the correct explanation of why that source is the most credible regarding a given topic.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.
Rationales should state the justification for why the plausible distractor is incorrect.

Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:

The authors of Source #1 and Source #2 present different information about <topic>. Choose one answer that identifies the source that is most likely the most credible and correctly explains why.

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Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

- The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

<table>
<tr>
<td></td>
<td>
Task Model 7b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source.
OR
Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by one [detail/piece of evidence} from the most accurate source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 8
Item Type: Multiple Choice, Single-correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
<ol start="2">
The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.
Description:
The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem. The answer choices should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:

Lead-in: No lead-in
Stimulus: No additional stimulus
Stem:
Source #1 presents information about <topic>. Choose one answer that identifies the source that most accurately supports the information in Source #1 and correctly explains why.

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</table>

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2, supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title.
To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.
The **correct answer choices** should fit clearly into one category listed on the table. 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.
Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

  - Look at the [claims/ideas] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each claim.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 2:** 1. The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). **Narrative Writing:** Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). A narrative assignment must provide the following information: • A purpose for writing • A conflict or "jumping-off" point • A description of the audience **Sample Narrative Assignment #1:** Your school writing club is creating an online magazine that is a collection of science fiction stories. The audience for your online magazine is the teachers and students at your school as well as parents and friends who can read the magazine online. Now you are going to write a story to include in the online magazine. For your story, imagine that you have the chance to visit Mars. In your story, tell what happens as soon as you land on the planet. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about Mars or space travel from the sources to improve your story. Make sure you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. **Sample Narrative Assignment #2:** A book author comes to your class and talks about his latest book of short stories. After his talk, he asks everyone in your class to write their own short stories and says he will come back to the class and listen to all of the stories being read. You choose to write about what happens when you go to the circus. In your story, describe what happens when the circus starts and you see something you've never seen before. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about the circus from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. **Sample Narrative Assignment #3:** Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own. In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the

	sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate. **Sample Narrative Scoring:** Your story will be scored using the following: **1. Organization/purpose:** How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective were your opening and closing for your audience and purpose? **2. Development/elaboration:** How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story? **3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:** • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:** • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:** • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:** • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9: EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	

Clarifications	• Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary.
	• A setup statement (audience, purpose, and context) is not generally necessary for this target.
	• Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. **Every item must measure at least one new-to-grade skill.** (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess
	  • a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **IF the skill is appropriately complex for the grade**. *Examples:*
	  o *It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (**The skill is grade-appropriate but the stimulus is too far below grade level.**)*
	  o *Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)*
	  o *Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school.*
	  • a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.)
	• Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, [capitalization], punctuation, and spelling. (Word choice is Target 8.)
	• For Grade 6, items that ask students to correct errors should have **no more than** <u>three</u> errors requiring corrections. While up to three errors may be assessed in a single item, limit error types to no more than two categories of errors.
	• A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.
	• Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms

	(e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o Which of the following [underlined pairs of words or underlined words] uses possessives correctly? **Note:** in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 6 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note** for inappropriate verb shifts: Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect."
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (as an example). Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.

Stimuli/Passages	• Stimuli for this target, when used, may be narrative, explanatory, or argumentative texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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 the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, explanatory, or argumentative. 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.

Evidence Required	**New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)**	**Language progression chart conventions assessed across relevant grade spans.** Stimulus and item stem **MUST** be appropriately complex for the grade level.	**Skills from previous two grades**
	The student will identify, edit to correct, and/or edit for correct use of 1. subjective pronouns 2. objective pronouns 3. possessive pronouns. 4. intensive pronouns. 5. inappropriate shifts in pronoun number and person.* 6. vague or ambiguous or unclear pronoun references.* 7. commas to set off nonrestrictive or parenthetical elements.* 8. parentheses to set off nonrestrictive or parenthetical elements.* 9. dashes to set off nonrestrictive or parenthetical elements.* 10. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 11. subject-verb agreement. 12. pronoun-antecedent agreement. 13. inappropriate sentence fragments, run-on sentences. 14. frequently confused words (to/too/two; there/their). 15. inappropriate shifts in verb tense. 16. punctuation to separate items in a series.	The student will identify, edit to correct, and/or edit for correct use of Grade 5: 17. perfect verb tense. 18. verb tense to convey various times, sequences, states, and conditions. 19. correlative conjunctions. 20. comma to separate an introductory element from the rest of a sentence. 21. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 22. underlining, quotations marks, or italics to indicate titles of works. Grade 4: 23. relative pronouns. 24. relative adverbs. 25. progressive verb tenses. 26. modal auxiliaries to convey various conditions. 27. correct order of adjectives within a sentence according to conventional patterns. 28. capitalization. 29. commas and quotation marks to mark direct speech and quotations. 30. comma before a coordinating conjunction in a compound sentence.
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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 **Item Type: Multiple-Choice, single correct response** **DOK: 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will pose a question about how to edit to correct an error or errors in grammar usage, punctuation, [capitalization- not a new-to-grade skill], or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, spelling, or punctuation rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, [capitalization— not a new-to-grade skill beyond grade 4], spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Read the sentence[s] and the question that [follows/follow]. [Insert sentence(s) containing up to three errors, with at least one new-to-grade error in grammar usage (e.g., error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills)); can also add errors from previous 2 grades and/or language progression chart]. Choose the sentence that corrects the [**one** or **two or three**] grammar

_____	usage error[s]. _____ • Choose the sentence [or sentences/short paragraph] that is punctuated correctly [e.g., correctly uses dash, parenthesis, commas in [non]restrictive elements, or items in a series. Question can also be worded as choose the sentence that has punctuation errors]. • Choose the sentence that is correctly punctuated [e.g., choices could contain sentences that do not have necessary commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or run on (language progression chart skill), as well as correct answer]. • A student wants to edit a story [or other form] for class. Read the sentences from the [story] and the question that follows. [Insert sentences with underlined sentence containing grammar usage – or other – error(s) here.] Which sentence corrects the [one or two or three] grammar usage [or other] error(s) in the underlined sentence? [Example: error with intensive pronouns (new-to-grade skill) and inappropriate shifts in verb tense and pronoun number/case, etc.] • Choose the sentence containing a spelling error [e.g., grade-appropriate and/or frequently misspelled words. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentence that has [number] error[s] in [grammar usage/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence with errors here.] Which sentence corrects [all] the [specify grade-appropriate grammar usage/punctuation/spelling] error[s]? **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors **Scoring Rules:** Correct = 1 point; other = 0 points.--

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be grade level. Text will be brief— the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, punctuation, or spelling. **Answer choices** for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types • Choose the **two** sentences that are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements, or items in a series]. • Choose **two** sentences that are correctly punctuated [e.g., choices could contain sentences that are missing commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or fused sentences (language progression chart skill), along with the **two** correct answers]. • Read the sentences and the question that follows.

	[Insert one sentence containing up to three errors in grammar usage or other.] Choose two ways that correct [number and types of errors] [e.g., error in pronoun case (new-to-grade) and verb agreement error (language progression chart)]. • Choose the **two** sentences containing spelling errors [e.g., grade-appropriate spelling words. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 **Item Type: Hot Text, select text** **DOK: 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief — the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will direct students to select a response that corrects an error or errors in grammar usage, punctuation, or spelling. **Answer choices** for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct answer** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a **short** (3-4 cohesive sentences) narrative, opinion, or informational piece with five or **six** underlined possible "errors" in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 6], sentence formation, or spelling. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • A student needs to edit the draft of a _____ Read the sentences from the _____ and the directions that follow. [Insert short text/paragraph] Click to highlight the sentence [or two sentences] that has/have [name the number] errors in grammar usage. [Sentences could

	contain error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills), along with ambiguous pronouns, inappropriate shifts in verb tense, agreement errors, etc.] • Read the paragraph that includes an error/errors in [punctuation]. [[e.g., dash, parenthesis, commas in [non]restrictive elements]. *Click to highlight two underlined words that are followed by correct punctuation.* For (grade 4) example: A student wants to edit a paper for correct punctuation. Read the following paragraph and the directions that follow. *My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. When the last person finished the test, we all ran to the door, I was first*. Click to highlight two underlined words that are followed by correct punctuation. • A student wants to edit a [report, article, etc.] for class to correct the [**one** or **two** or **three**] punctuation [and/or grammar usage] errors in the draft. Read the draft from the [report, article, etc.] and answer the question that follows [Insert short text.] Click on the [**one** or **two**] sentence(s) that has/have no errors in punctuation. **Note:** Be sure that the length of the stimulus is appropriate for the number of embedded errors. • Read this paragraph from a student's research report. [Insert short text.] Then click on [one or two] sentence[s] that [does/do] **not** use commas correctly[e.g., to set off non-restrictive elements and—if additional errors used—commas in series]. • Read the student's paragraph about _____ [insert short text—paragraph with at 5 to 6 sentences, some with spelling errors]. Click on the [**one** or **two** or **three**] sentences that contain spelling errors [or grammar usage errors for frequently confused words]. • [Embed two to three pairs of words within sentence(s).] For each pair of words, click on the word that shows correct grammar usage. [For example, to assess subject/object pronouns (new-to-grade): My friends and **I/me** want to show **they/them** our new backpacks. Can also add frequently confused word pairs from language progression chart] • [Embed two to three pairs of words within sentence(s)] A student wants to edit a story (or essay, etc.) for spelling [and grammar usage]. For each pair of words, click on the word that is spelled [and/or used] correctly . [For example, to assess both frequently confused words and *frequently misspelled words*: I am not sure wheather/whether my *freinds/friends* will be *interested/intrested* in going ice skating]. **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors

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

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9: EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	

Clarifications	• Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary.
	• A setup statement (audience, purpose, and context) is not generally necessary for this target.
	• Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. **Every item must measure at least one new-to-grade skill.** (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess
	  • a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **IF the skill is appropriately complex for the grade**. *Examples:*
	  o *It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (**The skill is grade-appropriate but the stimulus is too far below grade level.**)*
	  o *Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)*
	  o *Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school.*
	  • a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.)
	• Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, [capitalization], punctuation, and spelling. (Word choice is Target 8.)
	• For Grade 6, items that ask students to correct errors should have **no more than** <u>three</u> errors requiring corrections. While up to three errors may be assessed in a single item, limit error types to no more than two categories of errors.
	• A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.
	• Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms

	(e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o Which of the following [underlined pairs of words or underlined words] uses possessives correctly? **Note:** in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 6 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note** for inappropriate verb shifts: Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect."
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (as an example). Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.

Stimuli/Passages	• Stimuli for this target, when used, may be narrative, explanatory, or argumentative texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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 the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, explanatory, or argumentative. 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.

Evidence Required	**New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)**	**Language progression chart conventions assessed across relevant grade spans.** Stimulus and item stem **MUST** be appropriately complex for the grade level.	**Skills from previous two grades**
	The student will identify, edit to correct, and/or edit for correct use of 1. subjective pronouns 2. objective pronouns 3. possessive pronouns. 4. intensive pronouns. 5. inappropriate shifts in pronoun number and person.* 6. vague or ambiguous or unclear pronoun references.* 7. commas to set off nonrestrictive or parenthetical elements.* 8. parentheses to set off nonrestrictive or parenthetical elements.* 9. dashes to set off nonrestrictive or parenthetical elements.* 10. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 11. subject-verb agreement. 12. pronoun-antecedent agreement. 13. inappropriate sentence fragments, run-on sentences. 14. frequently confused words (to/too/two; there/their). 15. inappropriate shifts in verb tense. 16. punctuation to separate items in a series.	The student will identify, edit to correct, and/or edit for correct use of Grade 5: 17. perfect verb tense. 18. verb tense to convey various times, sequences, states, and conditions. 19. correlative conjunctions. 20. comma to separate an introductory element from the rest of a sentence. 21. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 22. underlining, quotations marks, or italics to indicate titles of works. Grade 4: 23. relative pronouns. 24. relative adverbs. 25. progressive verb tenses. 26. modal auxiliaries to convey various conditions. 27. correct order of adjectives within a sentence according to conventional patterns. 28. capitalization. 29. commas and quotation marks to mark direct speech and quotations. 30. comma before a coordinating conjunction in a compound sentence.
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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 **Item Type: Multiple-Choice, single correct response** **DOK: 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will pose a question about how to edit to correct an error or errors in grammar usage, punctuation, [capitalization- not a new-to-grade skill], or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, spelling, or punctuation rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, [capitalization— not a new-to-grade skill beyond grade 4], spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Read the sentence[s] and the question that [follows/follow]. [Insert sentence(s) containing up to three errors, with at least one new-to-grade error in grammar usage (e.g., error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills)); can also add errors from previous 2 grades and/or language progression chart]. Choose the sentence that corrects the [**one** or **two or three**] grammar

_____	usage error[s]. _____ • Choose the sentence [or sentences/short paragraph] that is punctuated correctly [e.g., correctly uses dash, parenthesis, commas in [non]restrictive elements, or items in a series. Question can also be worded as choose the sentence that has punctuation errors]. • Choose the sentence that is correctly punctuated [e.g., choices could contain sentences that do not have necessary commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or run on (language progression chart skill), as well as correct answer]. • A student wants to edit a story [or other form] for class. Read the sentences from the [story] and the question that follows. [Insert sentences with underlined sentence containing grammar usage – or other – error(s) here.] Which sentence corrects the [one or two or three] grammar usage [or other] error(s) in the underlined sentence? [Example: error with intensive pronouns (new-to-grade skill) and inappropriate shifts in verb tense and pronoun number/case, etc.] • Choose the sentence containing a spelling error [e.g., grade-appropriate and/or frequently misspelled words. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentence that has [number] error[s] in [grammar usage/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence with errors here.] Which sentence corrects [all] the [specify grade-appropriate grammar usage/punctuation/spelling] error[s]? **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors **Scoring Rules:** Correct = 1 point; other = 0 points.--

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be grade level. Text will be brief— the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, punctuation, or spelling. **Answer choices** for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types • Choose the **two** sentences that are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements, or items in a series]. • Choose **two** sentences that are correctly punctuated [e.g., choices could contain sentences that are missing commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or fused sentences (language progression chart skill), along with the **two** correct answers]. • Read the sentences and the question that follows.

	[Insert one sentence containing up to three errors in grammar usage or other.] Choose two ways that correct [number and types of errors] [e.g., error in pronoun case (new-to-grade) and verb agreement error (language progression chart)]. • Choose the **two** sentences containing spelling errors [e.g., grade-appropriate spelling words. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 **Item Type: Hot Text, select text** **DOK: 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief — the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will direct students to select a response that corrects an error or errors in grammar usage, punctuation, or spelling. **Answer choices** for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct answer** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a **short** (3-4 cohesive sentences) narrative, opinion, or informational piece with five or **six** underlined possible "errors" in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 6], sentence formation, or spelling. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • A student needs to edit the draft of a _____ Read the sentences from the _____ and the directions that follow. [Insert short text/paragraph] Click to highlight the sentence [or two sentences] that has/have [name the number] errors in grammar usage. [Sentences could

	contain error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills), along with ambiguous pronouns, inappropriate shifts in verb tense, agreement errors, etc.] • Read the paragraph that includes an error/errors in [punctuation]. [[e.g., dash, parenthesis, commas in [non]restrictive elements]. *Click to highlight two underlined words that are followed by correct punctuation.* For (grade 4) example: A student wants to edit a paper for correct punctuation. Read the following paragraph and the directions that follow. *My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. When the last person finished the test, we all ran to the door, I was first*. Click to highlight two underlined words that are followed by correct punctuation. • A student wants to edit a [report, article, etc.] for class to correct the [**one** or **two** or **three**] punctuation [and/or grammar usage] errors in the draft. Read the draft from the [report, article, etc.] and answer the question that follows [Insert short text.] Click on the [**one** or **two**] sentence(s) that has/have no errors in punctuation. **Note:** Be sure that the length of the stimulus is appropriate for the number of embedded errors. • Read this paragraph from a student's research report. [Insert short text.] Then click on [one or two] sentence[s] that [does/do] **not** use commas correctly[e.g., to set off non-restrictive elements and—if additional errors used—commas in series]. • Read the student's paragraph about _____ [insert short text—paragraph with at 5 to 6 sentences, some with spelling errors]. Click on the [**one** or **two** or **three**] sentences that contain spelling errors [or grammar usage errors for frequently confused words]. • [Embed two to three pairs of words within sentence(s).] For each pair of words, click on the word that shows correct grammar usage. [For example, to assess subject/object pronouns (new-to-grade): My friends and **I/me** want to show **they/them** our new backpacks. Can also add frequently confused word pairs from language progression chart] • [Embed two to three pairs of words within sentence(s)] A student wants to edit a story (or essay, etc.) for spelling [and grammar usage]. For each pair of words, click on the word that is spelled [and/or used] correctly . [For example, to assess both frequently confused words and *frequently misspelled words*: I am not sure wheather/whether my *freinds/friends* will be *interested/intrested* in going ice skating]. **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors

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

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9: EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	

Clarifications	• Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary.
	• A setup statement (audience, purpose, and context) is not generally necessary for this target.
	• Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. **Every item must measure at least one new-to-grade skill.** (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess
	  • a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) **IF the skill is appropriately complex for the grade**. *Examples:*
	  o *It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (**The skill is grade-appropriate but the stimulus is too far below grade level.**)*
	  o *Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)*
	  o *Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school.*
	  • a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.)
	• Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, [capitalization], punctuation, and spelling. (Word choice is Target 8.)
	• For Grade 6, items that ask students to correct errors should have **no more than** <u>three</u> errors requiring corrections. While up to three errors may be assessed in a single item, limit error types to no more than two categories of errors.
	• A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.
	• Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms

	(e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, o Which of the following [underlined pairs of words or underlined words] uses possessives correctly? **Note:** in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 6 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note** for inappropriate verb shifts: Any shift must be clearly incorrect, inconsistent, or confusing. • Errors with sentence structure must be "correctable" with conventions: whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." Examples of conventions errors: ▪ Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." ▪ Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect."
Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	DOK 1 or 2 **Note:** Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is a collective noun (as an example). Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.

Stimuli/Passages	• Stimuli for this target, when used, may be narrative, explanatory, or argumentative texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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 the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
Accessibility Concerns	Students will be required to read brief grade-level narrative, explanatory, or argumentative. 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.

Evidence Required	**New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)**	**Language progression chart conventions assessed across relevant grade spans.** Stimulus and item stem **MUST** be appropriately complex for the grade level.	**Skills from previous two grades**
	The student will identify, edit to correct, and/or edit for correct use of 1. subjective pronouns 2. objective pronouns 3. possessive pronouns. 4. intensive pronouns. 5. inappropriate shifts in pronoun number and person.* 6. vague or ambiguous or unclear pronoun references.* 7. commas to set off nonrestrictive or parenthetical elements.* 8. parentheses to set off nonrestrictive or parenthetical elements.* 9. dashes to set off nonrestrictive or parenthetical elements.* 10. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.	The student will identify, edit to correct, and/or edit for correct use of 11. subject-verb agreement. 12. pronoun-antecedent agreement. 13. inappropriate sentence fragments, run-on sentences. 14. frequently confused words (to/too/two; there/their). 15. inappropriate shifts in verb tense. 16. punctuation to separate items in a series.	The student will identify, edit to correct, and/or edit for correct use of Grade 5: 17. perfect verb tense. 18. verb tense to convey various times, sequences, states, and conditions. 19. correlative conjunctions. 20. comma to separate an introductory element from the rest of a sentence. 21. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. 22. underlining, quotations marks, or italics to indicate titles of works. Grade 4: 23. relative pronouns. 24. relative adverbs. 25. progressive verb tenses. 26. modal auxiliaries to convey various conditions. 27. correct order of adjectives within a sentence according to conventional patterns. 28. capitalization. 29. commas and quotation marks to mark direct speech and quotations. 30. comma before a coordinating conjunction in a compound sentence.
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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 **Item Type: Multiple-Choice, single correct response** **DOK: 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will pose a question about how to edit to correct an error or errors in grammar usage, punctuation, [capitalization- not a new-to-grade skill], or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be revisions to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, spelling, or punctuation rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, [capitalization— not a new-to-grade skill beyond grade 4], spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • Read the sentence[s] and the question that [follows/follow]. [Insert sentence(s) containing up to three errors, with at least one new-to-grade error in grammar usage (e.g., error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills)); can also add errors from previous 2 grades and/or language progression chart]. Choose the sentence that corrects the [**one** or **two or three**] grammar

_____	usage error[s]. _____ • Choose the sentence [or sentences/short paragraph] that is punctuated correctly [e.g., correctly uses dash, parenthesis, commas in [non]restrictive elements, or items in a series. Question can also be worded as choose the sentence that has punctuation errors]. • Choose the sentence that is correctly punctuated [e.g., choices could contain sentences that do not have necessary commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or run on (language progression chart skill), as well as correct answer]. • A student wants to edit a story [or other form] for class. Read the sentences from the [story] and the question that follows. [Insert sentences with underlined sentence containing grammar usage – or other – error(s) here.] Which sentence corrects the [one or two or three] grammar usage [or other] error(s) in the underlined sentence? [Example: error with intensive pronouns (new-to-grade skill) and inappropriate shifts in verb tense and pronoun number/case, etc.] • Choose the sentence containing a spelling error [e.g., grade-appropriate and/or frequently misspelled words. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. • Read the following sentence that has [number] error[s] in [grammar usage/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence with errors here.] Which sentence corrects [all] the [specify grade-appropriate grammar usage/punctuation/spelling] error[s]? **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors **Scoring Rules:** Correct = 1 point; other = 0 points.--

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response** **DOK 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • If a stimulus is used, text should be grade level. Text will be brief— the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, punctuation, or spelling. **Answer choices** for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types • Choose the **two** sentences that are punctuated correctly [e.g., dash, parenthesis, commas in [non]restrictive elements, or items in a series]. • Choose **two** sentences that are correctly punctuated [e.g., choices could contain sentences that are missing commas for non-restrictive clauses (new-to-grade), along with sentences that are fragments or fused sentences (language progression chart skill), along with the **two** correct answers]. • Read the sentences and the question that follows.

	[Insert one sentence containing up to three errors in grammar usage or other.] Choose two ways that correct [number and types of errors] [e.g., error in pronoun case (new-to-grade) and verb agreement error (language progression chart)]. • Choose the **two** sentences containing spelling errors [e.g., grade-appropriate spelling words. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models	
Task Model 3 **Item Type: Hot Text, select text** **DOK: 1, 2**	**Stimulus:** • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief — the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose *only* when that information affects the correct answer (e.g., punctuation for effect). • The text may include one (or more) sentence that includes no more than three grammar usage, punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (4 and 5) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence-combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as "for effect." **Task Description:** The **stem** will direct students to select a response that corrects an error or errors in grammar usage, punctuation, or spelling. **Answer choices** for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct answer** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a **short** (3-4 cohesive sentences) narrative, opinion, or informational piece with five or **six** underlined possible "errors" in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 6], sentence formation, or spelling. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. **Appropriate Stems:** See **Evidence Required**, beginning on page 3, for grade 6 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. • A student needs to edit the draft of a _____ Read the sentences from the _____ and the directions that follow. [Insert short text/paragraph] Click to highlight the sentence [or two sentences] that has/have [name the number] errors in grammar usage. [Sentences could

	contain error(s) in pronoun case and error(s) with intensive/reflexive pronouns (both new-to-grade skills), along with ambiguous pronouns, inappropriate shifts in verb tense, agreement errors, etc.] • Read the paragraph that includes an error/errors in [punctuation]. [[e.g., dash, parenthesis, commas in [non]restrictive elements]. *Click to highlight two underlined words that are followed by correct punctuation.* For (grade 4) example: A student wants to edit a paper for correct punctuation. Read the following paragraph and the directions that follow. *My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. When the last person finished the test, we all ran to the door, I was first*. Click to highlight two underlined words that are followed by correct punctuation. • A student wants to edit a [report, article, etc.] for class to correct the [**one** or **two** or **three**] punctuation [and/or grammar usage] errors in the draft. Read the draft from the [report, article, etc.] and answer the question that follows [Insert short text.] Click on the [**one** or **two**] sentence(s) that has/have no errors in punctuation. **Note:** Be sure that the length of the stimulus is appropriate for the number of embedded errors. • Read this paragraph from a student's research report. [Insert short text.] Then click on [one or two] sentence[s] that [does/do] **not** use commas correctly[e.g., to set off non-restrictive elements and—if additional errors used—commas in series]. • Read the student's paragraph about _____ [insert short text—paragraph with at 5 to 6 sentences, some with spelling errors]. Click on the [**one** or **two** or **three**] sentences that contain spelling errors [or grammar usage errors for frequently confused words]. • [Embed two to three pairs of words within sentence(s).] For each pair of words, click on the word that shows correct grammar usage. [For example, to assess subject/object pronouns (new-to-grade): My friends and **I/me** want to show **they/them** our new backpacks. Can also add frequently confused word pairs from language progression chart] • [Embed two to three pairs of words within sentence(s)] A student wants to edit a story (or essay, etc.) for spelling [and grammar usage]. For each pair of words, click on the word that is spelled [and/or used] correctly . [For example, to assess both frequently confused words and *frequently misspelled words*: I am not sure wheather/whether my *freinds/friends* will be *interested/intrested* in going ice skating]. **Note:** The maximum number of errors to be included in any item at this grade is three. While up to three errors may be embedded in the sentence, be sure to limit to no more than two categories of errors

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

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely quote words directly from the text. Note: In RI Target 11, students supply both the inference/conclusion AND the evidence. All items are text dependent. No item is answerable without reading the text. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 2
Stimuli/Passages	Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.

	When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The **answer choices** will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The **distractors** will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Which [evidence/detail/sentence] from the text [indicates/**best** supports] [inference or conclusion based on the text]? • [Inference or conclusion based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]? • The reader can [infer/conclude] [inference/conclusion] based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]? • The author [infers/concludes] that [inference/conclusion based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]? • Read this [inference/conclusion]. [inference or conclusion based on the text] Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Which [evidence/detail/sentence] from [title text #1] **best** shows that [provide inference or conclusion based on the two passages] is true of **both** texts? **NOTE:** This stem is only used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [evidence/detail/sentence] from [title text #1] **best** supports the same [inference/conclusion]?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt the student to choose [**two/three]** answers. The **answer choices** will present **five or six options**. Options that are paraphrased will be of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The **distractors** will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Select **[two or three]** [details/sentences] from the text that **best** support the [inference/conclusion] that [provide inference or conclusion based on the text]. • Which [evidence/details/sentences] from the text [indicate/**best** support] [provide inference or conclusion based on the text]? Select **[two or three]** answers. • [Inference or conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]? Select **[two or three]** answers. • The reader can [infer/conclude] [inference/conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers. • The author [infers/concludes] that [provide inference/conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the text] Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers.

	Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • Which [details/sentences/lines] from [title text #1] **best** show that [provide inference or conclusion based on both passages] is true of **both** texts? Select **[two or three]** answers. **NOTE:** This stem can only be used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports that [provide inference or conclusion]? Select **[two or three]** answers. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will indicate **[one/two]** options. The **answer choices** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one or two** correct answers. The correct answer(s) will be the selectable sections of text that provide support for the given inference or conclusion. If there is more than one correct response, then the item stem will state the number of correct responses. The **distractors** will be other selectable sections of text that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Click the [detail/sentence/set of sentences/paragraph] that [indicates/**best** supports] [provide inference or conclusion based on the text]. [Provide excerpted selectable text] • Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that [indicate/**best** support] [provide inference or conclusion based on the text]. [Provide excerpted selectable text] • [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]. [Provide excerpted selectable text] • [Provide inference or conclusion based on the text]. Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]. [Provide excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on

	the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [conclusion/inference] OR **best** shows [provide conclusion/inference]. [Provide excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Click **[one/two]** [details/sentences/set of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]. [Provide excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]. [Provide excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click **[one/two]** [sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]. [Provide excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]. [Provide excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences] in the paragraph from [title text #1] that **best** supports [inference or conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports [provide inference or conclusion]. [Provide excerpted selectable text] **NOTE:** This stem can only be used with two **informational** passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/paragraph] from [title text #1] that **best** supports the same [inference/conclusion]. [Provide excerpted selectable text] • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click **[one/two]** [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that **best** support the same [inference/conclusion]? [Provide excerpted selectable text]

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points **Format Example:** **The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.** Note that selectable text is a whole, continuous section of text. The reader can conclude that other Atari video games were even more successful than Pong. Click the **two** sentences that **best** support this conclusion. [Warner saw potential in expanding *Pong* and developed the Atari 2600, a system considered to be the father of all gaming systems.] [The company released nine game cartridges including classic titles like Indy 500 and Video Olympics]. [By 1980, Atari was the fastest-growing company in the United States, totaling more than $415 million in sales per year.] [The video game industry was in full force, strengthened by the enormous success of the games Space Invaders and Asteroids.]

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment.	
Clarifications	Items may assess a central idea and the details that support it in the text. Items will not ask students to summarize the entire text. All items should require students to cite specific textual evidence to support ideas drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. NOTE: Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
Stimuli/Passages	Texts will contain one or more central ideas, key events, and/or procedures. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2	Task Description: The item stem will pose a question that requires the student to 1) determine a central idea, 2) identify a detail that supports a central idea, 3) identify a statement summarizing the key event(s) in a portion of the text, or 4) identify a key detail that is missing from a text summary. The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Which [sentence/statement] best [identifies/expresses] the central idea of the text? • Which [sentence/statement] best [identifies/expresses] the author's [message/point/central idea] in [the text/section of the text]? • Read the [sentences/paragraph(s)]. [excerpt from text] What is the central idea of the [sentences/paragraph(s)]? • Which [sentence/detail] from the text best [identifies/expresses] the central idea? • Which sentence best summarizes the central idea of the text? • Which [sentence/statement] best summarizes the [the first paragraph/introduction]? • Read the [sentences/paragraph(s)]. [excerpt from text] Which sentence best summarizes the [sentences/paragraph(s)]? • Which sentence best summarizes the key events [after/during] [provide text event]? • Which sentence best summarizes the process of [provide content for procedure used i.e. using a star chart or directions somewhere] text procedure]? • Read this summary. [provide summary of a section of the text; one key detail/event is missing] Which [key detail/event/idea] is missing from the summary? Appropriate Stems for Dual-Text Stimuli Only: • What central idea can be found in both [title text #1] and [title text #2]?

	NOTE: This stem can only be used with two informational passages. • What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2	Task Description: The item stem will prompt the student to 1) determine central ideas or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt the student to choose two or three options. The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of the total possible answer choices. The correct answers will be relatively short statements that identify the central ideas presented in the text or they will be statements that should be included in the text summary. The distractors will be relatively short statements that are not central ideas or that do not belong in the summary because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key details. The distractors will not contain details of such insignificance that the options are implausible. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Select [two/three] sentences that best [identify/express] the central ideas presented in the text. • Select [two/three] sentences that should be included in a summary of the central idea of the [the text/section of the text]. Scoring Rules: All correct selections: 1 point; All other responses: 0 points

Task Models	
Task Model 3 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 2	Task Description: This item has two parts. The item stem of PART A will pose a question that requires the student to determine a central idea of the text. The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The item stem of PART B will prompt the selection of detail(s) from the text that provide evidence for the identification the student made in PART A. The answer choices of PART B will present four options. The correct answer will be a text detail that supports the central idea identified in PART A. The distractors will be text details that provide plausible support for the distractors in PART A. NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statement: 1. The student will determine a central idea in a text using supporting evidence. Lead-In: The following question has two parts. First, answer part A. Then, answer part B. Appropriate Stems for PART A: • Which [sentence/statement] best [identifies/expresses] the [central idea(s)/topic(s)] of the text? • Which [sentence/statement] best [identifies/expresses] the author's [message/point/central idea]? • Read the [sentence(s)/paragraph(s)]. [Provide excerpt from text] Which central idea is [identified/expressed] in the [sentence(s)/paragraph(s)]? Appropriate Stems for PART B: • Which [sentence/paragraph] from the text best [expresses/represents/supports] your answer in part A?

	Appropriate Stems for Dual-Text Stimuli Only: PART A: • What central idea can be found in both [title text #1] and [title text #2]? NOTE: This stem can only be used with two informational passages. • What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2 OR literary text name]? PART B: • Which [sentence/detail] from [title text #1] best [supports/is an example of] your answer in part A? • Which [sentences/details] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? NOTE: This stem can only be used with two informational passages. Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2	Task Description: The item stem will pose a question that requires the student to 1) determine a central idea or 2) identify a section of the text that contains a key event, central idea, or key detail that is missing from a summary of the text. The item stem will prompt the student to choose one or two options. The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or from other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal a main idea of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). Target Evidence Statements: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Click on [one/two] [sentence(s)/paragraph(s)/section(s) of the text] that best [show(s)/represent(s)] the central idea of [the text/section of the text]. Select [one/two] answers. • Read this summary of [the text/section of the text]. [provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing] A [key event/idea/detail] is missing from the summary. Click on the [sentence/paragraph/section of text] that includes the missing [event/idea/detail]. • Click the [one/two] [key details/events] that should be included in a summary of the central idea of the text. NOTE: The correct answer(s) should be a pivotal key idea or event. Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

	Format Example: The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only. NOTE: Selectable text is a whole, continuous section of text.
	Click on two sentences that best represent the central idea of the text. Select two answers. Collapse [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3	Task Description: The item stem will prompt the student to 1) determine a central idea of the text and support their response with evidence from the text or 2) summarize key idea or events from a section of the text. Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text. Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s). Examples will reflect common student responses. Target Evidence Statement: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Determine the central idea of the text. Explain the central idea and support your answer using key details from the text. • What is the central idea of the text? Use key evidence from the text to support and explain your answer. • Read the [paragraph/section of the text]. [provide excerpt from text] What is the author's central idea in this [paragraph/section]? Use key evidence from the text to support and explain your answer. • In the [text/section of the text], the author states [provide text excerpt]. Explain how this statement supports the central idea of the text. Use key evidence from the text to support and explain your answer. • Summarize the central idea of the [first paragraph/introduction]. Use [key details/events] from the text in your summary. • Summarize what happens [after/during] [provide text event]. Use [key details/events] from the text in your summary. Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • What central idea can be found in both [title text #1] and [title text #2 name]? Use evidence from both texts to support and explain your answer. NOTE: This stem can only be used with two informational passages. • What central idea from [title text #2] is made clear by the description of [provide idea/event] in [title text #1 name]? Use evidence from [title text #1] to support and explain your answer. Scoring Rules: Items are worth a possible two points (0, 1, 2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the central idea OR summarizes with relevant information based on the text
1	A response: • Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event OR • Gives the central idea OR summarizes, but includes no examples/details that make reference to the text OR • Gives the central idea or summary, but includes no explanation OR no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized, item-specific rubric.

Score	Rationale	Example
2	A response: -Gives sufficient evidence of the ability to determine the central idea or to explain the support for a central idea -Includes specific examples that make clear reference to the text. Examples can include, but are not limited to: —prevalence of games on smartphones and other modern technology —the way games have changed over the years —how different *Pong* is from modern technology —how popular modern technology is now -Adequately explains the central idea or explanation with relevant information based on the text	The central idea of the article is that mentioning smartphones and the popularity of modern technology reminds people how far games have come and how much they have changed over the years. This comparison between today's games and the simple game of *Pong* makes it seem even more special.
1	A response: -Gives limited evidence of the ability to determine the central idea or to explain the support for a central idea -Includes vague/limited examples/details that make reference to the text -Examples can include those identified in two-point rationale. -Explains the central idea or explanation with vague/limited information based on the text	The central idea of the article is to show how people today are surrounded by games but people in the past were not.
0	A response: -Gives no evidence of the ability to determine the central idea, or to explain the support for a central idea OR -Gives the central idea or explanation, but includes no examples /details that make reference to the text OR -Gives the central idea or explanation, but includes no explanation or no relevant information from the text	The central idea is that *Pong* wasn't as good as games now.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely quote words directly from the text. Note: In RI Target 11, students supply both the inference/conclusion AND the evidence. All items are text dependent. No item is answerable without reading the text. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 2
Stimuli/Passages	Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.

	When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The **answer choices** will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The **distractors** will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Which [evidence/detail/sentence] from the text [indicates/**best** supports] [inference or conclusion based on the text]? • [Inference or conclusion based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]? • The reader can [infer/conclude] [inference/conclusion] based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]? • The author [infers/concludes] that [inference/conclusion based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]? • Read this [inference/conclusion]. [inference or conclusion based on the text] Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Which [evidence/detail/sentence] from [title text #1] **best** shows that [provide inference or conclusion based on the two passages] is true of **both** texts? **NOTE:** This stem is only used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [evidence/detail/sentence] from [title text #1] **best** supports the same [inference/conclusion]?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt the student to choose [**two/three]** answers. The **answer choices** will present **five or six options**. Options that are paraphrased will be of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The **distractors** will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Select **[two or three]** [details/sentences] from the text that **best** support the [inference/conclusion] that [provide inference or conclusion based on the text]. • Which [evidence/details/sentences] from the text [indicate/**best** support] [provide inference or conclusion based on the text]? Select **[two or three]** answers. • [Inference or conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]? Select **[two or three]** answers. • The reader can [infer/conclude] [inference/conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers. • The author [infers/concludes] that [provide inference/conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the text] Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers.

	Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • Which [details/sentences/lines] from [title text #1] **best** show that [provide inference or conclusion based on both passages] is true of **both** texts? Select **[two or three]** answers. **NOTE:** This stem can only be used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports that [provide inference or conclusion]? Select **[two or three]** answers. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will indicate **[one/two]** options. The **answer choices** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one or two** correct answers. The correct answer(s) will be the selectable sections of text that provide support for the given inference or conclusion. If there is more than one correct response, then the item stem will state the number of correct responses. The **distractors** will be other selectable sections of text that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Click the [detail/sentence/set of sentences/paragraph] that [indicates/**best** supports] [provide inference or conclusion based on the text]. [Provide excerpted selectable text] • Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that [indicate/**best** support] [provide inference or conclusion based on the text]. [Provide excerpted selectable text] • [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]. [Provide excerpted selectable text] • [Provide inference or conclusion based on the text]. Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]. [Provide excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on

	the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [conclusion/inference] OR **best** shows [provide conclusion/inference]. [Provide excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Click **[one/two]** [details/sentences/set of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]. [Provide excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]. [Provide excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click **[one/two]** [sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]. [Provide excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]. [Provide excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences] in the paragraph from [title text #1] that **best** supports [inference or conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports [provide inference or conclusion]. [Provide excerpted selectable text] **NOTE:** This stem can only be used with two **informational** passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/paragraph] from [title text #1] that **best** supports the same [inference/conclusion]. [Provide excerpted selectable text] • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click **[one/two]** [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that **best** support the same [inference/conclusion]? [Provide excerpted selectable text]

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points **Format Example:** **The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.** Note that selectable text is a whole, continuous section of text. The reader can conclude that other Atari video games were even more successful than Pong. Click the **two** sentences that **best** support this conclusion. [Warner saw potential in expanding *Pong* and developed the Atari 2600, a system considered to be the father of all gaming systems.] [The company released nine game cartridges including classic titles like Indy 500 and Video Olympics]. [By 1980, Atari was the fastest-growing company in the United States, totaling more than $415 million in sales per year.] [The video game industry was in full force, strengthened by the enormous success of the games Space Invaders and Asteroids.]

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
Clarifications	Item require **students** to analyze the structure or features of a text. This could refer to an author's decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author's decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures **impact** meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should **go beyond** asking students to identify the way in which a text is structured. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can

	be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? • What is the **most likely** reason the author [used/included] [provide text structure/format/feature/etc.] in the text? • The author [used/included] [provide text structure/format/feature]. What is the **most likely** reason the author structured the text this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/section(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [Provide excerpt from text] Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text]

	Why is the difference between [this/these] [sentence(s)/paragraph(s)/section(s)] and the one(s) that came [before it/after it] important to the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)? • Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding the text structure or features. The item stem will prompt the student to choose **two or three** options. The **answer choices** will present **five or six options** of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. The correct answers will be clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • What are the **most likely** reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the **most likely** reasons why the author structured the text this way? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text]

	Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/section(s)] in the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include this [selection/paragraph]. Select **[two or three]** answers. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Select **[two or three]** answers. • Why is using [provide text structure] important to understanding [the author's point of view/specific information/events/etc.] in the text? Select **[two or three]** answers. • What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select **[two or three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide structure/format/feature/etc.] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Select **[two or three]** answers. • How might have the information in [[title text #2] affected the way [title text #1] is written? Select **[two or three]** answers. **Scoring Rules:** All correct responses: 1 point; Incorrect response: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about the author's inclusion of key individuals, events, or ideas; point of view or purpose, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	Text may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
Task Model 1 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	• What inference can be made about the author's opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author's opinion of [provide a key individual/event/idea]? • What is **most likely** the author's intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is **most likely** the author's intent by mentioning [provide focused detail] in the text? **Appropriate Stems for PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] **best** support(s) your answer in Part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The **answer choices of PART B** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Click on the statement that **best** provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that **best** provides an inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's

	purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]. • Click on the statement that **best** provides a conclusion that can be drawn about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** describes what the author **most likely** intended by mentioning [provide target detail] in the text. **Appropriate Stems for PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from the text that **best** support(s) your answer in Part A. Choose **one** answer. [Provide excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in Part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.** Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer Part A. Then, answer Part B. *Part A* Click on the statement that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in Part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 **Item Type: Short Text, constructed response (WR)** **DOK: 3, 4**	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s). **NOTE**: Constructed-response (short-text items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author **most likely** intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. **Scoring Notes:** Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short-text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains an inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
Clarifications	Item require **students** to analyze the structure or features of a text. This could refer to an author's decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author's decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures **impact** meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should **go beyond** asking students to identify the way in which a text is structured. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can

	be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? • What is the **most likely** reason the author [used/included] [provide text structure/format/feature/etc.] in the text? • The author [used/included] [provide text structure/format/feature]. What is the **most likely** reason the author structured the text this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/section(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [Provide excerpt from text] Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text]

	Why is the difference between [this/these] [sentence(s)/paragraph(s)/section(s)] and the one(s) that came [before it/after it] important to the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)? • Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding the text structure or features. The item stem will prompt the student to choose **two or three** options. The **answer choices** will present **five or six options** of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. The correct answers will be clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • What are the **most likely** reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the **most likely** reasons why the author structured the text this way? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text]

	Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/section(s)] in the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include this [selection/paragraph]. Select **[two or three]** answers. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Select **[two or three]** answers. • Why is using [provide text structure] important to understanding [the author's point of view/specific information/events/etc.] in the text? Select **[two or three]** answers. • What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select **[two or three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide structure/format/feature/etc.] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Select **[two or three]** answers. • How might have the information in [[title text #2] affected the way [title text #1] is written? Select **[two or three]** answers. **Scoring Rules:** All correct responses: 1 point; Incorrect response: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about the author's inclusion of key individuals, events, or ideas; point of view or purpose, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	Text may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
Task Model 1 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	• What inference can be made about the author's opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author's opinion of [provide a key individual/event/idea]? • What is **most likely** the author's intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is **most likely** the author's intent by mentioning [provide focused detail] in the text? **Appropriate Stems for PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] **best** support(s) your answer in Part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The **answer choices of PART B** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Click on the statement that **best** provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that **best** provides an inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's

	purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]. • Click on the statement that **best** provides a conclusion that can be drawn about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** describes what the author **most likely** intended by mentioning [provide target detail] in the text. **Appropriate Stems for PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from the text that **best** support(s) your answer in Part A. Choose **one** answer. [Provide excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in Part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.** Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer Part A. Then, answer Part B. *Part A* Click on the statement that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in Part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 **Item Type: Short Text, constructed response (WR)** **DOK: 3, 4**	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s). **NOTE**: Constructed-response (short-text items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author **most likely** intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. **Scoring Notes:** Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short-text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains an inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about the author's inclusion of key individuals, events, or ideas; point of view or purpose, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	Text may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
Task Model 1 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	• What inference can be made about the author's opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author's opinion of [provide a key individual/event/idea]? • What is **most likely** the author's intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is **most likely** the author's intent by mentioning [provide focused detail] in the text? **Appropriate Stems for PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] **best** support(s) your answer in Part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The **answer choices of PART B** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Click on the statement that **best** provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that **best** provides an inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's

	purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]. • Click on the statement that **best** provides a conclusion that can be drawn about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** describes what the author **most likely** intended by mentioning [provide target detail] in the text. **Appropriate Stems for PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from the text that **best** support(s) your answer in Part A. Choose **one** answer. [Provide excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in Part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.** Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer Part A. Then, answer Part B. *Part A* Click on the statement that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in Part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 **Item Type: Short Text, constructed response (WR)** **DOK: 3, 4**	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s). **NOTE**: Constructed-response (short-text items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author **most likely** intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. **Scoring Notes:** Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short-text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains an inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
<u>Claim 4</u> **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. <u>Claim 2</u> **Target 7, COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a claim, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular position is not privileged; the sources should allow for students to support different positions. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate argumentative full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

	Claim 4 Target 2 **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. o between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources

with that gained from reading a text on the same topic.

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

Claim 4 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.

Gr. 6 Standards: W-8, WHST-8

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Claim 4 Target 4

USE EVIDENCE: Cite evidence to support arguments, ideas or analyses.

Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.

6.RST-1 Cite specific textual evidence to support analysis of science and technical texts.

6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

	information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 2 Target 7** **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim: organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9, WHST-1,4,5,8,9 (DOK 4) 6.W-1, WHST-1 a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating

	an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 6.W-4,WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 7 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Sources must be rich enough to allow students to form a claim. Sources should not be encyclopedic or too general. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular argument is not privileged; the sources should allow for students to support different arguments. • Students should NOT be given a side to support, but should be able to choose the side they are supporting.

	• The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported claims. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.

Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.

Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 7 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an argumentative full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 argumentative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the argumentative full write, the students will analyze relevant ideas and evidence from the sources and use them, in their own words, to logically argue their claim, elaborating when necessary and maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The students will address a specific audience and purpose in each full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).
Task Model 1 **Item Type: Short Text DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two <facts/ideas> are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by [one detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the two specified sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
</td>
</tr>
</table>

<table>
<tr><td></td><td>

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

</td></tr>
<tr><td>

Task Model 3
Item Type: Short Text
DOK Level 4

</td><td>

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify the sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Rubric Task Model 3a:

<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
</table>

Scoring Note: Score point 1 encompasses partially correct responses.

</td></tr>
</table>

Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

<table>
<tr><td></td><td>Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Choose the [two /three] answers that correctly paraphrase information about <topic> by combining information from both Source #1 and Source #2.</td></tr>
<tr><td>Task Model 5
Item Type: Short Text
DOK Level 4</td><td>Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
The student will evaluate the relevance of information from multiple sources to support research.
Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Explain which source most likely has the most credible information about <topic or subtopic>. Support your explanation using two pieces of evidence from the most credible source.
All of the sources provide information about <topic/idea/claim>. Which source would be most relevant to students researching <topic/idea/claim>? Justify and support your answer with two [details/pieces of evidence] from the most relevant source.
Rubric
Task Model 5a:<table><tr><th>Score Point</th><th>Description</th></tr><tr><td>2</td><td>Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.</td></tr><tr><td>1</td><td>Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source.
OR
Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.</td></tr><tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr></table>Scoring Note: Score point 1 encompasses partially correct responses.</td></tr>
</table>

Task Model 5b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Description:

The student will identify the source that is most credible regarding a specific topic given in the stem.

The **answer choices** should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - The authors of Source #1 and Source #2 present information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of information> from the sources.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 and an adequate evidence-based justification of why the source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by one [detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> and from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from in the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus **Stems:**
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

- Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 7:** 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. **Argumentative Writing:** Create an argumentative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An argumentative assignment must provide the following information: • A purpose for writing • A description of the audience • A topic with multiple sides, one of which the student can argue supported by evidence from the sources about the topic **Sample Argumentative Assignment #1:** The Student Council president has asked you for a recommendation about whether the school should have "junk food" in vending machines. She will use your recommendation in a speech about the issue at an upcoming student assembly. She will deliver the speech to an audience of other students, teachers, and parents. Your assignment is to use the sources to write a multi-paragraph argumentative paper supporting or opposing vending machines that sell "junk food." Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Assignment #2:** Your local school board, the group of people who make decisions regarding school policy, is holding a meeting to decide what programs to include at the school for the upcoming school year. The board is considering adding computer coding as a required course for graduation. Your assignment is to use the sources to write a multi-paragraph argumentative letter to the school board supporting or opposing the inclusion of computer coding as a graduation requirement. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

	Sample Argumentative Assignment #3: As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website. Your assignment is to use the sources to write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim and support your claim from the sources you have read. Develop your ideas clearly and use our own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Scoring:** Your argumentative <writing assignment> will be scored using the following: 1. **Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective were your introduction and your conclusion? 2. **Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number? 3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed*	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • claim is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed*	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged *	**The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:** • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression • alternate and opposing argument(s) may not be acknowledged *	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques*; emotional appeal may dominate • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
Claim 4 **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. **Claim 2** **Target 4, COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a thesis/controlling idea, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • Explanatory essay: In Grade 6, students are NOT asked to write a summary but are expected to come up with their own thesis/controlling idea based on the sources provided and support the thesis/controlling idea. In order to alleviate the simple regurgitation of information, students may be asked to respond using a specific organizational structure that is not formulaic such as comparison/contrast essay or an analysis of cause/effect, problem/solution, etc. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate explanatory full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

Standards	**Claim 4 Target 2** **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

	6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 6 Standards: W-8, WHST-8 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items)

	6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

	Claim 2 Target 4 **Target 4. COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 6 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 WHST-2,4,5,8,9 (DOK 4) 6.W-2/WHST-2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 6.W-4, WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 4 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • The set of sources should provide enough evidence that allows students to establish and support a thesis/controlling idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources together should provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used as one of the stimuli for the PT, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information.

	• Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** <u>Target 2</u> 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. <u>Target 3</u> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research.

Evidence Required	Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 4 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an explanatory full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your initial research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 4 explanatory full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the explanatory full write, the student will use ideas and information from more than one source to explain their thesis/controlling idea, in his or her own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation). In the explanatory full write, the students will use ideas and information from more than one source to explain their thesis/controlling idea, in their own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.
Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the two other sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each piece of evidence. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the specified two sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details. Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
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Target Evidence Statement
Claim 4, Target 2:
1. The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

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Task Model 3
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify sources by title or number.

Rubric
Task Model 3a:

Score	Rationale
2	Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. **OR** Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

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</table>

Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. 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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Choose the [**two**/**three**] answers that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.

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Task Model 5

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.
  - All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric

Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source.
OR
Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
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</tr>
<tr>
<td>Task Model 6
Item Type: Multiple Choice, Single-Correct Response
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
Description:
The student will identify the source that is most credible regarding a specific topic given in the stem.
The answer choices should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - The authors of Source #1 and Source #2 present different information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

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Task Model 7

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric

Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by [one detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that<claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify one benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

  - Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 4:** 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. **Explanatory Writing:** Create an explanatory writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An explanatory assignment must provide the following information: • A purpose for writing • A description of the audience • A clear direction to write a thesis/controlling idea supported by evidence from the sources about the topic **Sample Explanatory Assignment #1:** Your computer class is preparing for the technology fair at your school. The technology fair will focus on the impact of the information age. For your part in the fair, you need to help students, parents, and teachers better understand eBooks. Using more than one source, develop a thesis/controlling idea to explain about eBooks. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Sample Explanatory Assignment #2:** The science club in your school wants to help students and teachers better understand solar-powered aircrafts. The science club has asked you to help them with their research on this topic. Using more than one source, develop a thesis/controlling idea to explain about solar-powered aircraft. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. Sample Explanatory Assignment #3: Now that you have completed research on the topic of sleep, the journalism club sponsor has asked you to write an explanatory article about sleep and naps for the

	next issue of the school newspaper. The audience for your article will be other students, teachers, and parents. Using more than one source, develop a thesis/controlling idea about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Note:** • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal). **Sample Explanatory Scoring:** Your explanatory <writing assignment> will be scored using the following: **1. Organization/purpose:** How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective were your introduction and your conclusion? **2. Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose? **3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for language conventions)

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:** • thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	• Insufficient (includes • copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

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 (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. **Target 3b: REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	
Clarifications	Target 3a **Note:** Informational 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. 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 or other), 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 these items. Target 3b **Note:** Informational text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience. **Note**: This target asks students to revise, *not* 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 **underlined or otherwise specified** 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. 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 development for audience, purpose (explanatory), and task. **Note:** Evidence includes data (survey or other), and/or research information ("experts say," "research 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 item. Formatting (CCSS W-2a) will not be a focus of these items.
Standards	**Target 3a** W-2a. Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W-2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W-2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W-2e. Establish and maintain a formal style. W-2f. Provide a concluding statement or section that follows from the information or explanation presented. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Target 3b** W-2a. Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W-2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W-2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

	W-2e. Establish and maintain a formal style. W-2f. Provide a concluding statement or section that follows from the information or explanation presented. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.
Depth of Knowledge	**Target 3a** DOK 3 **Target 3b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief explanatory texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length).
Stimuli/Text Complexity	• 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 elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes (e.g., a chart, a bulleted list, etc.) from a 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 5 informational item with student notes:

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

<u>What do we need to do to stay healthy?</u>

Besides having healthy eating and exercise habits, we need to make sure we get enough sleep. Children our age need at least 8 hours of sleep every night to stay healthy. For example, if we don't get enough sleep, we won't have the energy to get the exercise we need to stay healthy.

In conclusion, we have to make choices that will keep us happy, healthy, and useful. Knowing the facts about diet, exercise, sleep and good health can help all of us be the best we can be.

The student has taken the following notes from a credible source:

NOTES	
Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! NO sugary or fried foods homework – 30 min/day fruits, vegetables, chicken, fish (at least 80% of diet) do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories	*- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).* *- *by 5th grade, not all notes have to be relevant to the task (homework is probably not relevant and sleep is covered in next paragraph)*

Choose relevant facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.

Accessibility Concerns	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.
Evidence Required	**Target 3a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 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 a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose **Target 3b Revise Brief Texts** 1. **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will **revise** explanatory text by **identifying** the best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for

	audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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.
Allowable Item Types	**Target 3a:** Written Response **Target 3b:** Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text reorder text

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**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **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.). Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length. Student notes should a. be boxed. b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. c. **not** be complete sentences; d. **not** be grammatically parallel. A heading preceding the notes should read: *The student has taken the following notes from a credible source:* [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. **Task Description:** The stem will direct the student to develop informational/ 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 their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will select from information/evidence provided in order to develop **or elaborate on a** section of an explanatory text by a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate

for the required task and form (essay, report, etc.)

b. using precise language and domain-specific vocabulary to inform or explain

c. establishing and maintaining a formal style (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 [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @200-250 words]

- The student's draft does not have an introduction [OR the introduction* of the student's draft does not have a clear focus]. Write an introduction* that provides a clear [controlling idea, or thesis] for the [report, essay, article, letter, etc.].
- Write a conclusion* for this essay (or report, article, etc.) that [follows logically from the information in the (stimulus) or is appropriate for the audience and purpose of the (report, article, etc.)]

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

ELABORATION ITEM STEMS

A student is writing a [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @200-250 words + student notes @70-80 words]

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.*

- The student wants to develop more support for the [report, etc.]. Using relevant (or appropriate) information from the student notes, write one [or two] paragraphs* to further develop [the underlined (sub)topic.] OR …paragraph(s) that elaborate(e) evidence [or details, examples, etc.] to explain the underlined idea/(sub)topic, etc.
- Using relevant (or appropriate) information from the student notes, write one or two paragraphs* that develop information on the effect of _____ [if stimulus provided the cause of _____]. [Or vice versa]. [Additional possibilities are problem/solution, compare/contrast, pro/con, etc.].
- Choose relevant [facts and/or details, etc.] from the student's notes to develop a paragraph beginning with the underlined sentence.

*** Notes:** 1) The underlined 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 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;" or by asking students to complete a paragraph that has been started (and underlined) for them.

** 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.

Rubric/ Scoring Rules:

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)**

Rubric Templates

Organization—Introduction

2 points
The response:
- introduces an adequate statement of the controlling idea/thesis that reflects the body of writing as a whole
- provides adequate information to put the controlling idea/thesis into context
- does more than list points/reasons to support the controlling idea/thesis—not formulaic
- connects smoothly to the body paragraph

1 point
The response:
- provides a partial or limited controlling idea/thesis
- provides a controlling idea/thesis that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to put the controlling idea/thesis into context
- may list supporting points/reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response:
- provides no controlling idea/thesis or provides a controlling idea/thesis that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to put the controlling idea/thesis into context
- provides no connection to the body paragraph

Organization—Conclusion

	2 points The response: • 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 **1 point** The response: • 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 **0 points** The response: • 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 **Elaboration** **2 points** The response: • 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 **1 point** The response: • 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 **0 points** The response: • provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes • 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

Task Models	
Task Model 2 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some specified and underlined 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.) **Target Evidence Statements**: 1. **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis* ***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. **APPROPRIATE STEMS:** **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).

ORGANIZATION ITEM STEMS

A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows.

- Embed stimulus with a missing introduction] Choose the sentence(s) [or paragraph] that would **best** introduce the topic [OR the best thesis statement] for the [report, essay, article, etc.]. **Note**: Answers can contain a single sentence "main idea" (or focus, etc.) or a multi-sentence answer.
- [Embed stimulus with an underlined ineffective/inappropriate introduction] The [essay, article, etc.] does not have a clear (or appropriate) introduction. Choose the sentence that best replaces the first sentence.
- [Embed stimulus with an underlined ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence(s) that is **more clearly** related to/appropriate for the information presented in the [report, article, etc.].
- [Embed stimulus with a missing conclusion] Choose the [group of] sentence(s) that would be the **best** conclusion for the [essay, report, etc.].

ELABORATION ITEM STEMS

A student is writing a [report, essay, letter, article, etc.] for the [teacher, principal, class, 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.

[Insert stimulus 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.]
- Revise the underlined sentence [section] by replacing it with a sentence [section] that includes 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.]

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.

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

Task Models	
Task Model 3 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified and underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: [**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert stimulus text] • Choose **two** sentences that provide the best [evidence; can specify—examples, concrete details, definitions, facts, quotations, examples, etc., as appropriate for the task] to support the underlined controlling idea [thesis] of the paper. • Choose **two** sentences that could be added [before/after the underlined

	sentence] that would add the best supporting information for the thesis. • Revise the underlined sentences [section] by selecting **two** sentences that include more [precise or specific information or examples, etc.]. **Note:** Must be total sentence revision with topic-specific language, not just more precise phrases. • Choose **two** sentences that would help the writer develop [the underlined (sub)topic or idea from the draft] and [a second underlined (sub)topic or idea from the draft]. **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**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **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 six possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: **1.** **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented **2.** **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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. 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 [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____.The student wants to revise the draft to improve [organization, 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]

- [Insert paragraph of 5 to 6 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 6 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.].
- [Insert **one or two** underlined transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [sentences, paragraphs, or sections]. **Note:** Limit to two pairs of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note**: only transition words/phrases, words that signal relationships, can be assessed outside of target 8.

ELABORATION ITEM STEMS

A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to improve the development of the ideas in the draft. Read the draft of the _____ and complete the task that follows.

- [Embed stimulus with 4 to 5 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**one**] place in the _____ that needs more [facts, details, examples] to support the [stated main (or controlling) idea or (sub)topic]. Note: Correct answer must clearly lack evidence/support; distractors must clearly have supporting information, e.g., an example or a statistic.
- [Embed paragraph with one (or two) sentence(s) that do/does not support the main idea] Click on the [one or **two]** sentences that should be deleted because it/they do(es) **not** support the underlined controlling idea [thesis, (sub)topic] in the paragraph [essay, report, etc.]. **Note**: this is not an organization stem: the correct answer should be information that clearly does not support the controlling idea.
- [Embed stimulus with one (or two) sentence(s) that do not maintain the style] Click on **one** sentence that should be deleted because it does not maintain the writer's style for this audience. **Note**: Correct answer must be clearly different – and inappropriate (e.g., informal, or didactic, or off purpose).

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.

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

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 6a: WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. **Target 6b: REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	
Clarifications	**Target 6a** • Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task. • Organization items focus on the student's ability to **compose** a brief text (one to three paragraphs) by providing a claim and supporting evidence and conclusions appropriate for an argument. • 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 evidence to support a claim that is appropriate for an argumentative text. • Evidence includes data (survey or other), and/or research information ("experts say," "studies show," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • **Note:** Counterclaims are not required until grade 7 • 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:* **Target 6b** • **Note**: This target asks students to revise, *not* edit, which is Target 9. • **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. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • Organization items focus on the student's ability to **revise** a brief text by providing **claims** and supporting reasons,

	transitions to connect reasons to **claims**, and conclusions appropriate for an argument. Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate reasons to support claims. • Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate evidence to support claims/counterclaims. • Evidence includes data (survey or other), and/or research information ("experts say," "studies show," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.
Standards	Target 6a W-1a. Introduce claim(s) and organize the reasons and evidence clearly. W-1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W-1d. Establish and maintain a formal style. W-1e. Provide a concluding statement or section that follows from the argument presented. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target 6b W-1a. Introduce claim(s) and organize the reasons and evidence clearly. W-1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W-1d. Establish and maintain a formal style. W-1e. Provide a concluding statement or section that follows from the argument presented. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.
Depth of Knowledge	**Target 6a** DOK 3 **Target 6b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief argumentative texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length). • **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Appeal to emotion is inappropriate for argument.

Stimuli/Text Complexity	• 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 the stimulus includes an introduction, it should avoid obvious preview of [3] supports; when the 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.) • The stimulus should be written as if it were 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 argument forms such as essay, editorial (not letter to editor), etc. • For 6a elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes (e.g., a chart, a bulleted list, etc.) from a 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: o written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.) o presented in any particular order. o 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 5 informational item with student notes:

A student is writing a report for science class about healthy living. Read the draft of the report. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making good choices. Decisions about the foods we eat, how much sleep we get, exercise, and even the activities we chose can have a positive effect on a person's well being. These choices can control how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

Besides adopting healthy eating and exercise habits, people need to make sure they get enough sleep to fuel their bodies. Children our age, pre-teens, need at least 8 hours of sleep every night to support other healthy living habits. For example, if you don't get enough sleep, you won't have the energy to get the exercise you need to stay healthy.

In conclusion, all of us have to be responsible for making choices that will keep us happy, healthy, and productive. Knowing the facts about the relationships between diet, exercise, sleep and good health can help all of us feel better about ourselves.

Explanation for STIMULUS

- stimulus is within recommended word length for gr 5 (between 150-200 words)

- task is asking for students to develop one part of the report, rather than write entire body

- stimulus models good writing yet is accessible to 5th grade students

The student has taken the following notes from a trustworthy source:

	NOTES Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! Homework – recommended 30 minutes/day* NO sugary or fried foods Eat fruits, vegetables, chicken, fish (at least 80% of diet) Be physical during recess (not games/cards) Pre-teens = 8 hrs sleep per day* Fat no more than 30% ALL calories **Explanation for NOTES** *- The notes provide sufficient ideas on both diet and exercise for the writer to develop and elaborate* *- The notes fall within the recommended word count for gr 5 (50-60 words)* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).* *- *by 5th grade, not all notes have to be relevant to the task (homework is probably not relevant and sleep is covered in next paragraph)* Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
Accessibility Concerns	Students will be required to read brief argumentative 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.
Evidence Required	**Target 6a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** arguments by: a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claims, so as to build a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)

	2. **(Elaboration)** The student will select from information provided in order to **develop** or **elaborate** on a designated part of an argumentative text by: a. referencing and integrating relevant reasons supported by credible evidence b. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose **Target 6b Revise Brief Texts** 1. **(Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as: a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claim, building a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, reasons, and evidence* d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) e. 2. **(Elaboration)** The student will **revise** arguments by **identifying** the best use of elaboration techniques such as: a. including relevant reasons to support claim b. including relevant and credible evidence to support reasons c. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose d. deleting details that do not support the claim* ***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.
Allowable Item Types	**Target 6a:** Written Response **Target 6b:** Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text, reorder text

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 6a Write Brief Texts** **Item type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level and content appropriate, as if written by a good student. Text should be a model of good writing. 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 reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length. Student notes should: • 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. A heading preceding the notes should read: ***The student has taken the following notes from a trustworthy source:*** [**Note**: 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. **Task Description:** The stem will direct the student to **develop** one or two argumentative paragraphs, 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 their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: • **(Organization)** The student will use information provided in a stimulus to **organize** arguments by: • providing an opening that establishes a clear claim and context for argument* • organizing reasons and evidence to support claims, so as to build a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons • using appropriate vocabulary for argument • providing a conclusion* that is appropriate to purpose and audience and follows from the argument(s)

*Be sure that the stimulus clearly lacks an effective introduction/conclusion.

- **(Elaboration)** The student will select from information provided in order to **develop** or **elaborate** on a section of an argumentative text by
- referencing and/or integrating relevant and credible evidence (from notes provided) to support claims
- establishing and maintaining a formal style and 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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.] . Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @150-200 words]

- The beginning* of the student's [essay, letter, etc.] does not state a clear claim. Write an introduction* to the [argumentative essay, editorial, etc.] that establishes and introduces a clear claim about _____.
- This essay [editorial, etc.] is missing a conclusion.* Write a conclusion that follows logically from the argument.
  *Be sure the stimulus clearly needs an introduction/conclusion.

ELABORATION ITEM STEMS

A student is writing [argumentative essay, editorial, etc.] about ____ for the [teacher, class, principal, student newspaper, etc.]. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @150-200 words + student notes @50-60 words]

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 will either quote directly from the source (they'll assume the notes have been paraphrased) or integrate information using their own words when referencing the sources. They will not need to cite sources.*

- The student wants to continue paragraph ___ by developing more support for the claim in the [letter, article, etc.]. Choose information from the student notes to develop [the underlined reason/claim etc.].
- Choose facts and details from the student notes to develop a supporting paragraph that begins with the underlined sentence.
- The student needs to add more support for the claim in the [essay, article, etc.]. Write one or two paragraphs that develop relevant evidence [examples, facts, etc. depending on the content of the student notes] from the student notes to support the underlined claim (or reason) [in/at the end of, etc. paragraph #].
- A student has written an introduction [and the first body paragraph (or two)] of an argumentative essay that establishes and introduces a clear claim

about _____. Use the student's notes to add evidence to support [and further develop] the underlined supporting claim [or reason]

* **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;" or by asking students to complete a paragraph that has been started for them.

**Notes: Elaboration questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter; 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, develop, or elaborate on. For elaboration items, students should never be required to "conclude" a piece of writing.

Rubric/ Scoring Rules:

2, 1, 0 Points: the rubric needs to be item-specific for organization and elaboration brief writes. **Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)**

Organization—Introduction

2 points
The response:
- establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole
- provides adequate information to frame the argument to put the claim into context
- does more than list arguments to support claim—not formulaic
- provides a logical connection to the body paragraph

1 point
The response:
- provides a partial or limited claim
- provides a claim that partially reflects the argument(s) presented in the body of writing as a whole
- provides limited and/or extraneous information to frame the argument to put the claim into context
- may list arguments—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response:
- provides no claim or provides a claim that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to frame the argument to put the claim into context
- provides no connection to the body paragraph

Organization—Conclusion

	2 points The response: • provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen) • does more than restate or summarize the arguments—not formulaic • provides adequate connections and/or progression of ideas to contribute to coherence **1 point** The response: • provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole • lists, restates, or summarizes the arguments—formulaic • provides an awkward or partial connection and/or limited progression of ideas **0 points** The response: • provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole • may restate random and/or incorrect arguments or just restate the claim • provides no connection or progression of ideas **Elaboration** **2 points** The response: • develops adequate supporting arguments and/or relevant evidence based on the student notes • does more than list supporting arguments • adequately elaborates arguments using precise words/language **1 point** The response: • provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related • lists supporting arguments with limited elaboration/evidence • partially elaborates arguments using general words/language **0 points** The response: • provides minimal or no supporting arguments and/or evidence from the student notes • provides supporting arguments 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

Task Models	
Task Model 2 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. **Answer choices** will present four options. 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.) **Target Evidence Statements**: **1. (Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) **2. (Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* ***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. **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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows.

	• [Embed argument stimulus with a missing introduction] Choose the sentence(s) that would make the **best** introduction to establish and introduce the claim [set up the argument, etc.]. **Note:** Each answer choice can have a single "topic sentence" or a multi-sentence introduction. • [Embed argument stimulus with an underlined ineffective/ inappropriate introduction] The [introductory paragraph of the letter, essay, article, etc.] does not state a clear claim. Choose the sentence(s) that best replaces the underlined sentence(s). • [Embed argument stimulus with a missing conclusion] Choose the sentence(s) that **best** concludes [the introductory paragraph (or other) of] the argumentative [essay, letter, etc.]. • [Embed argument stimulus with an underlined inappropriate/ ineffective concluding sentence] Choose the sentence that would be the **best** conclusion for the argument [or should be added to (underlined sentence, final paragraph, etc.)] to conclude the argument [indicate where additional sentence would be added to existing conclusion]. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text] • Choose the sentence(s) that add(s) the **best** evidence/information to support [the underlined claim/reason] in the student's ___. Note: supporting information should be accessible evidence – facts, quotes from known "experts" such as the principal, etc., not just general reasons. • Choose the sentence that **best** develops [or supports or explains] [the underlined reason/sentence (or underlined text at the end of paragraph 2, etc.)]. • Choose the sentence(s)/paragraph that should be added (or should replace) [the underlined information] to strengthen the author's argument. **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. **Scoring Rules:** All correct = 1 point, other = 0 points

Task Models	
Task Model 3 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct responses** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a good student. Text should be a model of good writing Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should range between 200 and 250 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: **(Note: There are no Organization items for this task model)** **(Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as a. including relevant and credible evidence to support reasons b. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose c. deleting details that do not support the claim* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. 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] • Choose **two** sentences that add the **best** pieces of evidence (or information) to support [the one underlined claim or supporting reason]. • Choose the **two** sentences that would **best** develop [or support or explain] [the underlined reason/sentence/evidence (or underlined text at the end of paragraph 2, etc.]. **Note**: students choose **two** answer choices to support **one** underlined claim, reason, etc. • The student wants to replace the **two** underlined sentences

	[inappropriate/irrelevant or weak in supporting the claim] with sentences that would be more appropriate for the author's argumentative purpose [or for the stated audience]. Choose the two **most** appropriate sentences that could replace the **two** underlined [sentences/reasons, etc.]. **Note**: students choose two answer choices to support **two** underlined claims, reasons, etc. **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 6b Revise Brief Texts** **Item Type: Hot Text, select text** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words. **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 four to six possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: **1. (Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as: • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) **2. (Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* ***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. 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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to

	revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text] • [Insert paragraph of 4-6 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the argumentative [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the **best** introduction for this [argumentative letter, article, etc.]. • [Insert paragraph of 4 to 6 sentences, with the best conclusion embedded somewhere within the body of the paragraph] The last sentence is not the best conclusion for the [essay, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion for this argument. • [Insert **one or two** underlined transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft of the argument by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [sentences, paragraphs, or sections]. **Note:** Limit to two pairs of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note**: only transition words/phrases, words that signal relationships, can be assessed outside of target 8. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. 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. • [Embed stimulus with 4 to 6 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**one**] place in the _____ that needs more [evidence: facts, details, examples] to support the underlined claim or reason. **Note**: Correct answer must clearly lack evidence/ support, etc. • [Embed paragraph with one (or two) sentence(s) that do/does not support the claim] Click on the [one or **two]** sentences that should be deleted because it/they do(es) **not** support the underlined claim [reason] in the paragraph [essay, report, etc.]. **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 section] at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point, other = 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
Clarifications	**Clarifications for the Item Writers:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and

	quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the note that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four notes related to the sources. Each note 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 that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest. The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources. **Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,** **Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or** **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**This task model has been deleted.**
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**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information

	should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the notes that correctly paraphrase and integrate the information from both sources. The **answer choices** will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note 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 that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The **correct answer choice** will be notes that 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 note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

	Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Choose [**two/three**] notes that correctly paraphrase information by combining details from **both** sources. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Hot Text, Select Text** **DOK Level 2**	**This task model has been deleted.**
Task Model 7 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RI-8 **CAT Secondary Standard Alignment:** RI-1, W-8, WHST-8, W-9, WHST-9 **Stimulus:** There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T2.H: No Stimulus** **Task Description:** The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **item stem** will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound

	or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Distractors** are the delimited sentences that should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is <u>not</u> supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus: G6.T2.H: No Stimulus** **Stems:** o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] **not** supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are **not** supported by credible, or trustworthy,

	evidence. The claims could be from one or both sources. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-9, RST-9 **CAT Secondary Standard Alignment:** RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9 **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. **Stimulus: G6.T2.I: Historical Secondary Source** This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text. **Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source** This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment. **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** This stimulus should be results a student found/collected on an experiment or study that is expressed in words. **Task Description:** The test taker will locate sentences in a source that supports the information from the stimulus. The **item stem** will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The **delimited text** should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences that should reflect common student

	errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows. **Stimulus: G6.T2.I: Historical Secondary Source,** **Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source, or** **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** **Stems:** o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that support(s) the information presented in Source 1. o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

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.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. 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	• Multiple Choice; single correct response • Multiple Choice; multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will be presented with a research plan. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports research. 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan 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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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).

Target Evidence Statement:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
  Stimulus G6.T3.A: No Stimulus
  Stems:
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus G6.T3.B: Research Report Plan
  Stems:
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
  - The student needs to find a credible, or trustworthy, source with

	relevant information. Which source would **most likely** have credible and relevant information? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 2: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 3 **Item Type: Multiple Choice; Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 a relevant source that a student could use to add information to her/his writing. The **answer choices** will present four options which 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source that clearly contains the information from a credible source needed to add to the student writing that is 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 good 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 does not contain any factual evidence, and/or 4) a source that could be used in research but is

	not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Which source would **most likely** give the student more information for the paragraph from [his/her] report? o Which [website/of these] is **most likely** the **most useful** source for information to add to the paragraph from the student's report? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will select a credible source to support a research task/topic. The **item stem** will pose a question asking the test taker to choose a source that a student could use to support research. 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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). **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus G6.T3.A: No Stimulus** **Stems:** o A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	Choose [**two/three**] credible, or trustworthy, sources that are **most likely** relevant for the topic. • **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow. **Stimulus G6.T3.B : Research Report Plan** **Stems:** o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed to answer the research question. o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed for the report. o The student needs to find credible, or trustworthy, sources with relevant information. Choose [**two/three**] sources that would **most likely** have credible and relevant information for the report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Multiple Choice; Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 relevant sources that a student could use to add information to her/his writing. The **answer choices** will present six to eight options which 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Choose [**two/three**] sources that would **most likely** give the student more information for the paragraph from [his/her] report. o Choose [**two/three**] sources that would **most likely** give the student the **most useful** information for the paragraph from [his/her] report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 7 **Item Type: Hot Text; Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus: G6.T3.E: Paragraph from a Print Source**

	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. **Task Description:** 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. 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 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 **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.** **Distractors** are the delimited sentences that are not selected and should reflect 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. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **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. **Appropriate Stems:** ● **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: G6.T3.E: Paragraph from a Print Source** **Stem:** 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 question(s) the accuracy of Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. 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 "The student will cite evidence to support arguments, ideas, or analyses" not identify them.
Standards	RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

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	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G6.T4.A: Historical Secondary Source with Argument 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. Stimulus: G6.T4.B: Historical Secondary Source with Critique 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. Stimulus: G6.T4.C: Historical Secondary Source with Analysis 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. Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G6.T4.G: Student Argumentative Writing 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 are supported by reasons and evidence.

	Task Description: 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. The **answer choices** 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). Order choices from shortest to longest. The **correct answer choice** 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.) **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis or examination of the 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: G6.T4.G: Student Argumentative Writing **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless 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., two short, two long). Order choices from shortest to longest. The **correct answer choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **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, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o 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. o 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found information in additional sources. Choose [**two**/**three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, 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 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 **correct answer choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is related to the topic, but does not directly relate to 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 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 (scientific stimuli only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact

	from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author

	includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 **correct answer choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited

	text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Model 6 **Item Type: Matching Tables** **DOK Level 2**	**CAT Primary Standard Alignment:** W-1b **CAT Secondary Standard Alignments:** RH-9, RST-9, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus G6.T4.H: Two Informational Sources on the Same Topic**

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims 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 by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	**Source 1**	**Source 2**	**Both Sources**	**Neither Source**
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **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, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.
  Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
  Stem:

	o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
Clarifications	**Clarifications for the Item Writers:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and

	quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the note that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four notes related to the sources. Each note 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 that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest. The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources. **Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,** **Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or** **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**This task model has been deleted.**
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**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information

	should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the notes that correctly paraphrase and integrate the information from both sources. The **answer choices** will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note 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 that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The **correct answer choice** will be notes that 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 note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

	Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Choose [**two/three**] notes that correctly paraphrase information by combining details from **both** sources. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Hot Text, Select Text** **DOK Level 2**	**This task model has been deleted.**
Task Model 7 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RI-8 **CAT Secondary Standard Alignment:** RI-1, W-8, WHST-8, W-9, WHST-9 **Stimulus:** There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T2.H: No Stimulus** **Task Description:** The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **item stem** will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound

	or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Distractors** are the delimited sentences that should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is <u>not</u> supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus: G6.T2.H: No Stimulus** **Stems:** o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] **not** supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are **not** supported by credible, or trustworthy,

	evidence. The claims could be from one or both sources. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-9, RST-9 **CAT Secondary Standard Alignment:** RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9 **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. **Stimulus: G6.T2.I: Historical Secondary Source** This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text. **Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source** This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment. **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** This stimulus should be results a student found/collected on an experiment or study that is expressed in words. **Task Description:** The test taker will locate sentences in a source that supports the information from the stimulus. The **item stem** will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The **delimited text** should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences that should reflect common student

	errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows. **Stimulus: G6.T2.I: Historical Secondary Source,** **Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source, or** **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** **Stems:** o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that support(s) the information presented in Source 1. o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

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.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. 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	• Multiple Choice; single correct response • Multiple Choice; multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will be presented with a research plan. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports research. 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan 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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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).

Target Evidence Statement:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
  Stimulus G6.T3.A: No Stimulus
  Stems:
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus G6.T3.B: Research Report Plan
  Stems:
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
  - The student needs to find a credible, or trustworthy, source with

	relevant information. Which source would **most likely** have credible and relevant information? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 2: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 3 **Item Type: Multiple Choice; Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 a relevant source that a student could use to add information to her/his writing. The **answer choices** will present four options which 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source that clearly contains the information from a credible source needed to add to the student writing that is 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 good 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 does not contain any factual evidence, and/or 4) a source that could be used in research but is

	not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Which source would **most likely** give the student more information for the paragraph from [his/her] report? o Which [website/of these] is **most likely** the **most useful** source for information to add to the paragraph from the student's report? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will select a credible source to support a research task/topic. The **item stem** will pose a question asking the test taker to choose a source that a student could use to support research. 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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). **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus G6.T3.A: No Stimulus** **Stems:** o A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	Choose [**two/three**] credible, or trustworthy, sources that are **most likely** relevant for the topic. • **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow. **Stimulus G6.T3.B : Research Report Plan** **Stems:** o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed to answer the research question. o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed for the report. o The student needs to find credible, or trustworthy, sources with relevant information. Choose [**two/three**] sources that would **most likely** have credible and relevant information for the report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Multiple Choice; Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 relevant sources that a student could use to add information to her/his writing. The **answer choices** will present six to eight options which 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Choose [**two/three**] sources that would **most likely** give the student more information for the paragraph from [his/her] report. o Choose [**two/three**] sources that would **most likely** give the student the **most useful** information for the paragraph from [his/her] report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 7 **Item Type: Hot Text; Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus: G6.T3.E: Paragraph from a Print Source**

	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. **Task Description:** 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. 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 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 **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.** **Distractors** are the delimited sentences that are not selected and should reflect 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. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **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. **Appropriate Stems:** ● **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: G6.T3.E: Paragraph from a Print Source** **Stem:** 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 question(s) the accuracy of Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. 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 "The student will cite evidence to support arguments, ideas, or analyses" not identify them.
Standards	RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

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	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G6.T4.A: Historical Secondary Source with Argument 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. Stimulus: G6.T4.B: Historical Secondary Source with Critique 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. Stimulus: G6.T4.C: Historical Secondary Source with Analysis 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. Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G6.T4.G: Student Argumentative Writing 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 are supported by reasons and evidence.

	Task Description: 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. The **answer choices** 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). Order choices from shortest to longest. The **correct answer choice** 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.) **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis or examination of the 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: G6.T4.G: Student Argumentative Writing **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless 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., two short, two long). Order choices from shortest to longest. The **correct answer choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **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, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o 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. o 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found information in additional sources. Choose [**two**/**three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, 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 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 **correct answer choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is related to the topic, but does not directly relate to 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 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 (scientific stimuli only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact

	from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author

	includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 **correct answer choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited

	text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Model 6 **Item Type: Matching Tables** **DOK Level 2**	**CAT Primary Standard Alignment:** W-1b **CAT Secondary Standard Alignments:** RH-9, RST-9, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus G6.T4.H: Two Informational Sources on the Same Topic**

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims 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 by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	**Source 1**	**Source 2**	**Both Sources**	**Neither Source**
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **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, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.
  Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
  Stem:

	o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
Clarifications	**Clarifications for the Item Writers:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and

	quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the note that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four notes related to the sources. Each note 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 that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest. The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources. **Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,** **Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or** **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**This task model has been deleted.**
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**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information

	should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the notes that correctly paraphrase and integrate the information from both sources. The **answer choices** will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note 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 that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The **correct answer choice** will be notes that 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 note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

	Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Choose [**two/three**] notes that correctly paraphrase information by combining details from **both** sources. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Hot Text, Select Text** **DOK Level 2**	**This task model has been deleted.**
Task Model 7 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RI-8 **CAT Secondary Standard Alignment:** RI-1, W-8, WHST-8, W-9, WHST-9 **Stimulus:** There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T2.H: No Stimulus** **Task Description:** The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **item stem** will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound

	or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Distractors** are the delimited sentences that should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is <u>not</u> supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus: G6.T2.H: No Stimulus** **Stems:** o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] **not** supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are **not** supported by credible, or trustworthy,

	evidence. The claims could be from one or both sources. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-9, RST-9 **CAT Secondary Standard Alignment:** RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9 **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. **Stimulus: G6.T2.I: Historical Secondary Source** This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text. **Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source** This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment. **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** This stimulus should be results a student found/collected on an experiment or study that is expressed in words. **Task Description:** The test taker will locate sentences in a source that supports the information from the stimulus. The **item stem** will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The **delimited text** should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences that should reflect common student

	errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows. **Stimulus: G6.T2.I: Historical Secondary Source,** **Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source, or** **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** **Stems:** o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that support(s) the information presented in Source 1. o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

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.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. 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	• Multiple Choice; single correct response • Multiple Choice; multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will be presented with a research plan. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports research. 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan 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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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).

Target Evidence Statement:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
  Stimulus G6.T3.A: No Stimulus
  Stems:
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus G6.T3.B: Research Report Plan
  Stems:
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
  - The student needs to find a credible, or trustworthy, source with

	relevant information. Which source would **most likely** have credible and relevant information? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 2: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 3 **Item Type: Multiple Choice; Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 a relevant source that a student could use to add information to her/his writing. The **answer choices** will present four options which 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source that clearly contains the information from a credible source needed to add to the student writing that is 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 good 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 does not contain any factual evidence, and/or 4) a source that could be used in research but is

	not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Which source would **most likely** give the student more information for the paragraph from [his/her] report? o Which [website/of these] is **most likely** the **most useful** source for information to add to the paragraph from the student's report? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will select a credible source to support a research task/topic. The **item stem** will pose a question asking the test taker to choose a source that a student could use to support research. 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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). **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus G6.T3.A: No Stimulus** **Stems:** o A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	Choose [**two/three**] credible, or trustworthy, sources that are **most likely** relevant for the topic. • **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow. **Stimulus G6.T3.B : Research Report Plan** **Stems:** o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed to answer the research question. o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed for the report. o The student needs to find credible, or trustworthy, sources with relevant information. Choose [**two/three**] sources that would **most likely** have credible and relevant information for the report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Multiple Choice; Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 relevant sources that a student could use to add information to her/his writing. The **answer choices** will present six to eight options which 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Choose [**two/three**] sources that would **most likely** give the student more information for the paragraph from [his/her] report. o Choose [**two/three**] sources that would **most likely** give the student the **most useful** information for the paragraph from [his/her] report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 7 **Item Type: Hot Text; Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus: G6.T3.E: Paragraph from a Print Source**

	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. **Task Description:** 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. 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 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 **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.** **Distractors** are the delimited sentences that are not selected and should reflect 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. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **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. **Appropriate Stems:** ● **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: G6.T3.E: Paragraph from a Print Source** **Stem:** 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 question(s) the accuracy of Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. 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 "The student will cite evidence to support arguments, ideas, or analyses" not identify them.
Standards	RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

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	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G6.T4.A: Historical Secondary Source with Argument 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. Stimulus: G6.T4.B: Historical Secondary Source with Critique 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. Stimulus: G6.T4.C: Historical Secondary Source with Analysis 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. Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G6.T4.G: Student Argumentative Writing 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 are supported by reasons and evidence.

	Task Description: 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. The **answer choices** 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). Order choices from shortest to longest. The **correct answer choice** 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.) **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis or examination of the 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: G6.T4.G: Student Argumentative Writing **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless 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., two short, two long). Order choices from shortest to longest. The **correct answer choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **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, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o 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. o 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found information in additional sources. Choose [**two**/**three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, 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 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 **correct answer choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is related to the topic, but does not directly relate to 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 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 (scientific stimuli only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact

	from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author

	includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 **correct answer choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited

	text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Model 6 **Item Type: Matching Tables** **DOK Level 2**	**CAT Primary Standard Alignment:** W-1b **CAT Secondary Standard Alignments:** RH-9, RST-9, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus G6.T4.H: Two Informational Sources on the Same Topic**

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims 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 by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	**Source 1**	**Source 2**	**Both Sources**	**Neither Source**
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **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, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.
  Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
  Stem:

	o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	
Clarifications	Students identify/select appropriate supporting text evidence for one or more GIVEN inferences or conclusions. The item stem must state an inference or conclusion drawn from the text, not merely quote words directly from the text. Note: In RI Target 11, students supply both the inference/conclusion AND the evidence. All items are text dependent. No item is answerable without reading the text. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 2
Stimuli/Passages	Texts will include sufficient detail, both stated and implied, to allow for the formation of inferences or conclusions. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.

	When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The **answer choices** will present four options. Options that are paraphrased will be of similar structure. The correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The **distractors** will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Which [evidence/detail/sentence] from the text [indicates/**best** supports] [inference or conclusion based on the text]? • [Inference or conclusion based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]? • The reader can [infer/conclude] [inference/conclusion] based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]? • The author [infers/concludes] that [inference/conclusion based on the text]. Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]? • Read this [inference/conclusion]. [inference or conclusion based on the text] Which [evidence/detail/sentence] from the text **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Which [evidence/detail/sentence] from [title text #1] **best** shows that [provide inference or conclusion based on the two passages] is true of **both** texts? **NOTE:** This stem is only used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [evidence/detail/sentence] from [title text #1] **best** supports the same [inference/conclusion]?

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will prompt the student to choose [**two/three]** answers. The **answer choices** will present **five or six options**. Options that are paraphrased will be of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. Each correct answer will be a direct excerpt or a paraphrase of the text that provides support for the given inference or conclusion. The **distractors** will be direct excerpts or paraphrases of text content that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Select **[two or three]** [details/sentences] from the text that **best** support the [inference/conclusion] that [provide inference or conclusion based on the text]. • Which [evidence/details/sentences] from the text [indicate/**best** support] [provide inference or conclusion based on the text]? Select **[two or three]** answers. • [Inference or conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]? Select **[two or three]** answers. • The reader can [infer/conclude] [inference/conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers. • The author [infers/concludes] that [provide inference/conclusion based on the text]. Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers. • Read this [inference/conclusion]. [Provide inference or conclusion based on the text] Which [evidence/details/sentences] from the text **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]? Select **[two or three]** answers.

	Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • Which [details/sentences/lines] from [title text #1] **best** show that [provide inference or conclusion based on both passages] is true of **both** texts? Select **[two or three]** answers. **NOTE:** This stem can only be used with two informational passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Which [detail/sentence] from [title text #1] best supports that [provide inference or conclusion]? Select **[two or three]** answers. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 2**	**Task Description:** The **item stem** will make an inference or draw a conclusion based on the text and pose a question that requires the student to select the text evidence that supports the given inference or conclusion. The item stem will indicate **[one/two]** options. The **answer choices** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one or two** correct answers. The correct answer(s) will be the selectable sections of text that provide support for the given inference or conclusion. If there is more than one correct response, then the item stem will state the number of correct responses. The **distractors** will be other selectable sections of text that may be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or judgments about the given inference/conclusion or about the text, OR 3) apply faulty reasoning about the text. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statement**: 1. The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text. **Appropriate Stems:** • Click the [detail/sentence/set of sentences/paragraph] that [indicates/**best** supports] [provide inference or conclusion based on the text]. [Provide excerpted selectable text] • Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that [indicate/**best** support] [provide inference or conclusion based on the text]. [Provide excerpted selectable text] • [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]. [Provide excerpted selectable text] • [Provide inference or conclusion based on the text]. Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]. [Provide excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on

	the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [conclusion/inference] OR **best** shows [provide conclusion/inference]. [Provide excerpted selectable text] • The reader can [infer/conclude] [provide inference/conclusion based on the text]. Click **[one/two]** [details/sentences/set of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]. [Provide excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference/conclusion]. [Provide excerpted selectable text] • The author [infers/concludes] that [provide inference/conclusion based on the text]. Click **[one/two]** [sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference/conclusion]. [Provide excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click **[one/two]** [details/sentences/sets of sentences/paragraphs] that **best** support this [inference/conclusion] OR **best** show [provide inference or conclusion]. [Provide excerpted selectable text] • Read this [inference/conclusion]. [Provide inference or conclusion based on the text]. Click the [detail/sentence/set of sentences/paragraph] that **best** supports this [inference/conclusion] OR **best** shows [provide inference or conclusion]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Both [title text #1] and [title text #2] show [provide inference or conclusion based on both passages]. First, click the [detail/sentence/set of sentences] in the paragraph from [title text #1] that **best** supports [inference or conclusion]. Next, click on the [detail/sentence/set of sentences] in the paragraph from [title text #2] that also supports [provide inference or conclusion]. [Provide excerpted selectable text] **NOTE:** This stem can only be used with two **informational** passages. • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click the [detail/sentence/set of sentences/paragraph] from [title text #1] that **best** supports the same [inference/conclusion]. [Provide excerpted selectable text] • Based on the information in [title text #2], [provide inference or conclusion based on text #2]. Click **[one/two]** [details/sentences/sets of sentences/lines/paragraphs] from [title text #1] that **best** support the same [inference/conclusion]? [Provide excerpted selectable text]

	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points **Format Example:** **The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.** Note that selectable text is a whole, continuous section of text. The reader can conclude that other Atari video games were even more successful than Pong. Click the **two** sentences that **best** support this conclusion. [Warner saw potential in expanding *Pong* and developed the Atari 2600, a system considered to be the father of all gaming systems.] [The company released nine game cartridges including classic titles like Indy 500 and Video Olympics]. [By 1980, Atari was the fastest-growing company in the United States, totaling more than $415 million in sales per year.] [The video game industry was in full force, strengthened by the enormous success of the games Space Invaders and Asteroids.]

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment.	
Clarifications	Items may assess a central idea and the details that support it in the text. Items will not ask students to summarize the entire text. All items should require students to cite specific textual evidence to support ideas drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. NOTE: Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
Stimuli/Passages	Texts will contain one or more central ideas, key events, and/or procedures. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2	Task Description: The item stem will pose a question that requires the student to 1) determine a central idea, 2) identify a detail that supports a central idea, 3) identify a statement summarizing the key event(s) in a portion of the text, or 4) identify a key detail that is missing from a text summary. The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Which [sentence/statement] best [identifies/expresses] the central idea of the text? • Which [sentence/statement] best [identifies/expresses] the author's [message/point/central idea] in [the text/section of the text]? • Read the [sentences/paragraph(s)]. [excerpt from text] What is the central idea of the [sentences/paragraph(s)]? • Which [sentence/detail] from the text best [identifies/expresses] the central idea? • Which sentence best summarizes the central idea of the text? • Which [sentence/statement] best summarizes the [the first paragraph/introduction]? • Read the [sentences/paragraph(s)]. [excerpt from text] Which sentence best summarizes the [sentences/paragraph(s)]? • Which sentence best summarizes the key events [after/during] [provide text event]? • Which sentence best summarizes the process of [provide content for procedure used i.e. using a star chart or directions somewhere] text procedure]? • Read this summary. [provide summary of a section of the text; one key detail/event is missing] Which [key detail/event/idea] is missing from the summary? Appropriate Stems for Dual-Text Stimuli Only: • What central idea can be found in both [title text #1] and [title text #2]?

	NOTE: This stem can only be used with two informational passages. • What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2	Task Description: The item stem will prompt the student to 1) determine central ideas or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt the student to choose two or three options. The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of the total possible answer choices. The correct answers will be relatively short statements that identify the central ideas presented in the text or they will be statements that should be included in the text summary. The distractors will be relatively short statements that are not central ideas or that do not belong in the summary because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key details. The distractors will not contain details of such insignificance that the options are implausible. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Select [two/three] sentences that best [identify/express] the central ideas presented in the text. • Select [two/three] sentences that should be included in a summary of the central idea of the [the text/section of the text]. Scoring Rules: All correct selections: 1 point; All other responses: 0 points

Task Models	
Task Model 3 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 2	Task Description: This item has two parts. The item stem of PART A will pose a question that requires the student to determine a central idea of the text. The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The item stem of PART B will prompt the selection of detail(s) from the text that provide evidence for the identification the student made in PART A. The answer choices of PART B will present four options. The correct answer will be a text detail that supports the central idea identified in PART A. The distractors will be text details that provide plausible support for the distractors in PART A. NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statement: 1. The student will determine a central idea in a text using supporting evidence. Lead-In: The following question has two parts. First, answer part A. Then, answer part B. Appropriate Stems for PART A: • Which [sentence/statement] best [identifies/expresses] the [central idea(s)/topic(s)] of the text? • Which [sentence/statement] best [identifies/expresses] the author's [message/point/central idea]? • Read the [sentence(s)/paragraph(s)]. [Provide excerpt from text] Which central idea is [identified/expressed] in the [sentence(s)/paragraph(s)]? Appropriate Stems for PART B: • Which [sentence/paragraph] from the text best [expresses/represents/supports] your answer in part A?

	Appropriate Stems for Dual-Text Stimuli Only: PART A: • What central idea can be found in both [title text #1] and [title text #2]? NOTE: This stem can only be used with two informational passages. • What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2 OR literary text name]? PART B: • Which [sentence/detail] from [title text #1] best [supports/is an example of] your answer in part A? • Which [sentences/details] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? NOTE: This stem can only be used with two informational passages. Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2	Task Description: The item stem will pose a question that requires the student to 1) determine a central idea or 2) identify a section of the text that contains a key event, central idea, or key detail that is missing from a summary of the text. The item stem will prompt the student to choose one or two options. The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or from other text provided. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal a main idea of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). Target Evidence Statements: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Click on [one/two] [sentence(s)/paragraph(s)/section(s) of the text] that best [show(s)/represent(s)] the central idea of [the text/section of the text]. Select [one/two] answers. • Read this summary of [the text/section of the text]. [provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing] A [key event/idea/detail] is missing from the summary. Click on the [sentence/paragraph/section of text] that includes the missing [event/idea/detail]. • Click the [one/two] [key details/events] that should be included in a summary of the central idea of the text. NOTE: The correct answer(s) should be a pivotal key idea or event. Scoring Rules: Correct response: 1 point; Incorrect response: 0 points

	Format Example: The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only. NOTE: Selectable text is a whole, continuous section of text.
	Click on two sentences that best represent the central idea of the text. Select two answers. Collapse [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3	Task Description: The item stem will prompt the student to 1) determine a central idea of the text and support their response with evidence from the text or 2) summarize key idea or events from a section of the text. Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text. Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s). Examples will reflect common student responses. Target Evidence Statement: 1. The student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence. Appropriate Stems: • Determine the central idea of the text. Explain the central idea and support your answer using key details from the text. • What is the central idea of the text? Use key evidence from the text to support and explain your answer. • Read the [paragraph/section of the text]. [provide excerpt from text] What is the author's central idea in this [paragraph/section]? Use key evidence from the text to support and explain your answer. • In the [text/section of the text], the author states [provide text excerpt]. Explain how this statement supports the central idea of the text. Use key evidence from the text to support and explain your answer. • Summarize the central idea of the [first paragraph/introduction]. Use [key details/events] from the text in your summary. • Summarize what happens [after/during] [provide text event]. Use [key details/events] from the text in your summary. Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • What central idea can be found in both [title text #1] and [title text #2 name]? Use evidence from both texts to support and explain your answer. NOTE: This stem can only be used with two informational passages. • What central idea from [title text #2] is made clear by the description of [provide idea/event] in [title text #1 name]? Use evidence from [title text #1] to support and explain your answer. Scoring Rules: Items are worth a possible two points (0, 1, 2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the central idea OR summarizes with relevant information based on the text
1	A response: • Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event OR • Gives the central idea OR summarizes, but includes no examples/details that make reference to the text OR • Gives the central idea or summary, but includes no explanation OR no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized, item-specific rubric.

Score	Rationale	Example
2	A response: -Gives sufficient evidence of the ability to determine the central idea or to explain the support for a central idea -Includes specific examples that make clear reference to the text. Examples can include, but are not limited to: —prevalence of games on smartphones and other modern technology —the way games have changed over the years —how different *Pong* is from modern technology —how popular modern technology is now -Adequately explains the central idea or explanation with relevant information based on the text	The central idea of the article is that mentioning smartphones and the popularity of modern technology reminds people how far games have come and how much they have changed over the years. This comparison between today's games and the simple game of *Pong* makes it seem even more special.
1	A response: -Gives limited evidence of the ability to determine the central idea or to explain the support for a central idea -Includes vague/limited examples/details that make reference to the text -Examples can include those identified in two-point rationale. -Explains the central idea or explanation with vague/limited information based on the text	The central idea of the article is to show how people today are surrounded by games but people in the past were not.
0	A response: -Gives no evidence of the ability to determine the central idea, or to explain the support for a central idea OR -Gives the central idea or explanation, but includes no examples /details that make reference to the text OR -Gives the central idea or explanation, but includes no explanation or no relevant information from the text	The central idea is that *Pong* wasn't as good as games now.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical, unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 6–8 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) **must only** be used as a foundational piece for the literary text, and no items can be written for **only** the informational text. If both texts are literary, items may be written to either or both. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across texts. The title of the each text should be included in the stem when more than one text is used. Dual text is considered long text.

Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation or denotation, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What is the meaning of the [word/phrase] [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** [suggest/mean]? • Read the sentence(s). [Provide directly excerpted sentence(s)from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted

	phrase"] suggest? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/phrase] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/topic/etc.] in the text? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] from the text **best** matches the dictionary entry? • Read the sentence(s). [Provide directly quoted sentence(s) from text, with targeted word underlined] What does the [root/affix] in the word [targeted word] mean? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [word/phrase] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts?

	NOTE: This stem is only used with two informational passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose **two/three** answers. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be **two/three** correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. **Appropriate Stems:** • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **mostly** suggest? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest about [provide idea/event/topic/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/etc.] in the text? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted

	word/phrase underlined] What does the author communicate to the reader with the use of [targeted word/"targeted phrase"]? Select **[two/three]** answers. • Read the sentence(s). [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide idea/event/etc.]? Select **[two/three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/"targeted phrase"]? Select **[two/three]** answers. • First, read the sentence(s) from [title text #1]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** match the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** answers. **NOTE:** This stem is only used with two informational passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 **Item Type: Hot Text, select text (ST)** **DOK: 1, 2**	**Task Description:** The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given dictionary entry or paraphrased definition. **Formatting note:** In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. The **answer choices** will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only **one** correct response. The **distractors** will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. **Appropriate Stems:** • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the underlined word in the [sentence(s)/set(s) of sentences/paragraph(s)] that **most closely** matches the definition provided. [Provide excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the underlined [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that **best** represents that [idea/meaning]. [Provide excerpted selectable text] **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [Provide directly excerpted sentence(s) from text, with targeted word/phrase underlined] Click on the underlined [word/phrase] in the [sentence(s)/set(s) of

sentences/paragraph(s)] from [title text #1] that means the same thing as [targeted word/"targeted phrase"].

[Provide excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [Provide directly excerpted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [Provide excerpted selectable text #2]

  NOTE: This stem is only used with two informational passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

NOTE: Selectable text is a whole, continuous section of text.

Read the dictionary entry.

(v) gather together or acquire an increasing number or quantity of; heap up

Click on the underlined word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [destination] was, but I had to quickly admit that it wasn't my first [suspicion] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
Clarifications	Item require **students** to analyze the structure or features of a text. This could refer to an author's decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author's decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures **impact** meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should **go beyond** asking students to identify the way in which a text is structured. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can

	be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? • What is the **most likely** reason the author [used/included] [provide text structure/format/feature/etc.] in the text? • The author [used/included] [provide text structure/format/feature]. What is the **most likely** reason the author structured the text this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/section(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [Provide excerpt from text] Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text]

	Why is the difference between [this/these] [sentence(s)/paragraph(s)/section(s)] and the one(s) that came [before it/after it] important to the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)? • Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding the text structure or features. The item stem will prompt the student to choose **two or three** options. The **answer choices** will present **five or six options** of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. The correct answers will be clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • What are the **most likely** reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the **most likely** reasons why the author structured the text this way? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text]

	Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/section(s)] in the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include this [selection/paragraph]. Select **[two or three]** answers. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Select **[two or three]** answers. • Why is using [provide text structure] important to understanding [the author's point of view/specific information/events/etc.] in the text? Select **[two or three]** answers. • What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select **[two or three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide structure/format/feature/etc.] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Select **[two or three]** answers. • How might have the information in [[title text #2] affected the way [title text #1] is written? Select **[two or three]** answers. **Scoring Rules:** All correct responses: 1 point; Incorrect response: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about the author's inclusion of key individuals, events, or ideas; point of view or purpose, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	Text may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
Task Model 1 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	• What inference can be made about the author's opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author's opinion of [provide a key individual/event/idea]? • What is **most likely** the author's intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is **most likely** the author's intent by mentioning [provide focused detail] in the text? **Appropriate Stems for PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] **best** support(s) your answer in Part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The **answer choices of PART B** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Click on the statement that **best** provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that **best** provides an inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's

	purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]. • Click on the statement that **best** provides a conclusion that can be drawn about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** describes what the author **most likely** intended by mentioning [provide target detail] in the text. **Appropriate Stems for PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from the text that **best** support(s) your answer in Part A. Choose **one** answer. [Provide excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in Part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.** Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer Part A. Then, answer Part B. *Part A* Click on the statement that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in Part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 **Item Type: Short Text, constructed response (WR)** **DOK: 3, 4**	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s). **NOTE**: Constructed-response (short-text items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author **most likely** intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. **Scoring Notes:** Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short-text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains an inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.	
Clarifications	Item require **students** to analyze the structure or features of a text. This could refer to an author's decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author's decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures **impact** meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should **go beyond** asking students to identify the way in which a text is structured. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Texts must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts or events) in order to support meaningful analysis. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can

	be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding the text structure or features. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? • What is the **most likely** reason the author [used/included] [provide text structure/format/feature/etc.] in the text? • The author [used/included] [provide text structure/format/feature]. What is the **most likely** reason the author structured the text this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/section(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [Provide excerpt from text] Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text]

	Why is the difference between [this/these] [sentence(s)/paragraph(s)/section(s)] and the one(s) that came [before it/after it] important to the text? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)? • Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected the way [title text #1] was written? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2,3**	**Task Description:** The **item stem** will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding the text structure or features. The item stem will prompt the student to choose **two or three** options. The **answer choices** will present **five or six options** of similar structure. Of the options, there will be **two or three** correct answers. Correct answers may never exceed 50% of total possible answer choices. The correct answers will be clearly discernible and correct description, analysis, or interpretation of the text structure or features. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. **Appropriate Stems:** • What effect does [provide text structure/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • What are the **most likely** reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the **most likely** reasons why the author structured the text this way? Select **[two or three]** answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as the structure of the central idea/presentation of information, or the structure of events in the text]? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text]

	Which of these **best** describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/section(s)] in the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the text? Select **[two or three]** answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Select the statement that **best** explains why the author chose to include this [selection/paragraph]. Select **[two or three]** answers. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Select **[two or three]** answers. • Why is using [provide text structure] important to understanding [the author's point of view/specific information/events/etc.] in the text? Select **[two or three]** answers. • What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select **[two or three]** answers. **Appropriate Stems for Dual-Text Stimuli Only:** • The author used [provide structure/format/feature/etc.] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Select **[two or three]** answers. • How might have the information in [[title text #2] affected the way [title text #1] is written? Select **[two or three]** answers. **Scoring Rules:** All correct responses: 1 point; Incorrect response: 0 points

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about the author's inclusion of key individuals, events, or ideas; point of view or purpose, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	Text may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
Task Model 1 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	• What inference can be made about the author's opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author's opinion of [provide a key individual/event/idea]? • What is **most likely** the author's intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is **most likely** the author's intent by mentioning [provide focused detail] in the text? **Appropriate Stems for PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] **best** support(s) your answer in Part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The **answer choices of PART B** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Click on the statement that **best** provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that **best** provides an inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's

	purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]. • Click on the statement that **best** provides a conclusion that can be drawn about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** describes what the author **most likely** intended by mentioning [provide target detail] in the text. **Appropriate Stems for PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from the text that **best** support(s) your answer in Part A. Choose **one** answer. [Provide excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in Part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.** Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer Part A. Then, answer Part B. *Part A* Click on the statement that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in Part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 **Item Type: Short Text, constructed response (WR)** **DOK: 3, 4**	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s). **NOTE**: Constructed-response (short-text items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author **most likely** intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. **Scoring Notes:** Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short-text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains an inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about the author's inclusion of key individuals, events, or ideas; point of view or purpose, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 3, DOK 4
Stimuli/Passages	Text may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. In all dual-text stimuli sets, between 25 and 40% of all items should be written across both texts. When developing items from a dual-text set, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text; Short Text, constructed response (ST)

Task Models	
Task Model 1 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made OR conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will pose a question about the details that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference OR draw the conclusion. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in the item stem, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; item responses cannot be a combination of the two. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Which of these inferences about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What inference can be made about how the [provide key individual/event/or idea is introduced/illustrated/elaborated; OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]?

	• What inference can be made about the author's opinion of [provide key individual/event/idea in the text]? • Which of these conclusions about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] is supported by the text? • What conclusion can be drawn about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? • What conclusion can be drawn about the author's opinion of [provide a key individual/event/idea]? • What is **most likely** the author's intent by mentioning [provide focused detail] in the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpted text] What is **most likely** the author's intent by mentioning [provide focused detail] in the text? **Appropriate Stems for PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** support(s) your answer in Part A? • Which [sentence(s)/paragraph(s)/section(s)] from the text **best** [show(s)/tell(s)/describe(s)] the [inference made/conclusion drawn] in Part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? • Read the [sentence(s)/paragraph(s)/section(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about how the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)/section(s)] from [title text #1] **best** support(s) your answer in Part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The **item stem of PART B** will prompt the selection of details from the text that support the inference made OR conclusion drawn in Part A. This part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The **answer choices of PART B** will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Lead-in:** This question has two parts. First, answer Part A. Then, answer Part B. **Appropriate Stems for PART A:** • Click on the statement that **best** provides an inference about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] that is supported by the text. • Click on the statement that **best** provides an inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** provides a conclusion that can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's

	purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]. • Click on the statement that **best** provides a conclusion that can be drawn about the author's opinion of [provide idea/concept in the text]. • Click on the statement that **best** describes what the author **most likely** intended by mentioning [provide target detail] in the text. **Appropriate Stems for PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from the text that **best** support(s) your answer in Part A. Choose **one** answer. [Provide excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's point of view/author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [title text #1]? **PART B:** • Click on the [sentence(s)/section(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in Part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.** Note that the selectable text of Part A mirrors a single-response multiple-choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer Part A. Then, answer Part B. *Part A* Click on the statement that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in Part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 **Item Type: Short Text, constructed response (WR)** **DOK: 3, 4**	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short-text items require students to cite specific textual evidence to support ideas drawn from the text(s). **NOTE**: Constructed-response (short-text items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.]? Use key evidence from the text to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key evidence from the text to support and explain your answer. • What did the author **most likely** intend by mentioning [provide target detail] in the text? Use key evidence from the text to support and explain your answer. • Based on the text, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. • Based on the text, [what inference can be made about/what can a reader infer] about [the author/the speaker/the narrator/or provide

	individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event in the text]? Use key details from the text to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [Provide excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide key individual/event/or idea is introduced/illustrated/elaborated OR author's purpose/relevance of evidence/elaboration to support claims, concepts, and ideas/etc.] in [text #1 name]? Support and explain your answer with evidence from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. • Read the [sentence(s)/line(s)/set of lines/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [the author/the speaker/the narrator/or provide individual's name]'s [thoughts/beliefs] about [provide individual's name/provide information about individual/idea/event] in [title text #1]? Support and explain your answer with key details from [title text #1/both texts]. **Scoring Notes:** Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short-text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains an inference with clearly relevant information based on the text	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her “bestie” and knows how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
<u>Claim 4</u> **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. <u>Claim 2</u> **Target 7, COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a claim, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular position is not privileged; the sources should allow for students to support different positions. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate argumentative full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

	Claim 4 Target 2 **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. o between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources

with that gained from reading a text on the same topic.

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

Claim 4 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.

Gr. 6 Standards: W-8, WHST-8

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Claim 4 Target 4

USE EVIDENCE: Cite evidence to support arguments, ideas or analyses.

Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9

(PT: DOK 3 if machine-scored; DOK 4 if short-text items)

6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.

6.RST-1 Cite specific textual evidence to support analysis of science and technical texts.

6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

	information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 2 Target 7** **Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim: organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9, WHST-1,4,5,8,9 (DOK 4) 6.W-1, WHST-1 a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating

	an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 6.W-4,WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 7 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Sources must be rich enough to allow students to form a claim. Sources should not be encyclopedic or too general. • The set of sources should support both sides of an issue. The set of sources should be somewhat balanced so a particular argument is not privileged; the sources should allow for students to support different arguments. • Students should NOT be given a side to support, but should be able to choose the side they are supporting.

	• The set of sources should together provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported claims. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.

Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.

Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 7 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an argumentative full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 7 argumentative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the argumentative full write, the students will analyze relevant ideas and evidence from the sources and use them, in their own words, to logically argue their claim, elaborating when necessary and maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The students will address a specific audience and purpose in each full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).
Task Model 1 **Item Type: Short Text DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the other two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two <facts/ideas> are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by [one detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

<table>
<tr>
<td></td>
<td>
Task Model 1d:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the two specified sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
</table>
Scoring Note: Score point 1 encompasses partially correct responses.
</td>
</tr>
<tr>
<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
<td>
Target Evidence Statement
Claim 4, Target 2:
The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
</td>
</tr>
</table>

<table>
<tr><td></td><td>

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

</td></tr>
<tr><td>

Task Model 3
Item Type: Short Text
DOK Level 4

</td><td>

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify the sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Rubric Task Model 3a:

<table>
<tr><th>Score</th><th>Rationale</th></tr>
<tr><td>2</td><td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td></tr>
<tr><td>1</td><td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number.
OR
Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td></tr>
<tr><td>0</td><td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td></tr>
</table>

Scoring Note: Score point 1 encompasses partially correct responses.

</td></tr>
</table>

Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options.
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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

<table>
<tr><td></td><td>Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Choose the [two /three] answers that correctly paraphrase information about <topic> by combining information from both Source #1 and Source #2.</td></tr>
<tr><td>Task Model 5
Item Type: Short Text
DOK Level 4</td><td>Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
The student will evaluate the relevance of information from multiple sources to support research.
Appropriate Stems:
Lead-in: No lead-in
Stimulus: No additional stimulus
Stems:
Explain which source most likely has the most credible information about <topic or subtopic>. Support your explanation using two pieces of evidence from the most credible source.
All of the sources provide information about <topic/idea/claim>. Which source would be most relevant to students researching <topic/idea/claim>? Justify and support your answer with two [details/pieces of evidence] from the most relevant source.
Rubric
Task Model 5a:<table><tr><th>Score Point</th><th>Description</th></tr><tr><td>2</td><td>Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.</td></tr><tr><td>1</td><td>Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source.
OR
Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.</td></tr><tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr></table>Scoring Note: Score point 1 encompasses partially correct responses.</td></tr>
</table>

Task Model 5b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Description:

The student will identify the source that is most credible regarding a specific topic given in the stem.

The **answer choices** should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - The authors of Source #1 and Source #2 present information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

Task Model 7
Item Type: Short Text
DOK Level 4

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of information> from the sources.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 and an adequate evidence-based justification of why the source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by one [detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> and from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea /claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from in the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus **Stems:**
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

- Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 7:** 1. The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. **Argumentative Writing:** Create an argumentative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An argumentative assignment must provide the following information: • A purpose for writing • A description of the audience • A topic with multiple sides, one of which the student can argue supported by evidence from the sources about the topic **Sample Argumentative Assignment #1:** The Student Council president has asked you for a recommendation about whether the school should have "junk food" in vending machines. She will use your recommendation in a speech about the issue at an upcoming student assembly. She will deliver the speech to an audience of other students, teachers, and parents. Your assignment is to use the sources to write a multi-paragraph argumentative paper supporting or opposing vending machines that sell "junk food." Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Assignment #2:** Your local school board, the group of people who make decisions regarding school policy, is holding a meeting to decide what programs to include at the school for the upcoming school year. The board is considering adding computer coding as a required course for graduation. Your assignment is to use the sources to write a multi-paragraph argumentative letter to the school board supporting or opposing the inclusion of computer coding as a graduation requirement. Make sure you establish an argumentative claim and support your claim with reasons and details from the sources you have read. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words except when quoting directly from the sources. Be sure to identify the sources by title or number when using details or facts directly from the sources.

	Sample Argumentative Assignment #3: As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website. Your assignment is to use the sources to write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim and support your claim from the sources you have read. Develop your ideas clearly and use our own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources. **Sample Argumentative Scoring:** Your argumentative <writing assignment> will be scored using the following: 1. **Organization/purpose:** How well did you state and maintain your claim with a logical progression of ideas from beginning to end? How well did your ideas thoughtfully flow from beginning to end using effective transitions? How effective were your introduction and your conclusion? 2. **Evidence/Elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas in your own words using precise language that is appropriate for your audience and purpose? How well did you reference the sources you used by title or number? 3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for conventions)

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • alternate and opposing argument(s) are clearly acknowledged or addressed*	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • claim is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas • alternate and opposing argument(s) are adequately acknowledged or addressed*	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • alternate and opposing argument(s) may be confusing or not acknowledged *	**The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:** • claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression • alternate and opposing argument(s) may not be acknowledged *	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Acknowledging and/or addressing the opposing point of view begins at grade 7.

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough and convincing elaboration of the support/evidence for the claim and argument(s) including reasoned, in-depth analysis and the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the claim and argument(s) that includes reasoned analysis and the use of source material. The response adequately develops ideas, employing a mix of precise with more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the claim and argument(s) that includes some reasoned analysis and partial or uneven use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary or may rely on emotional appeal • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the claim and argument(s) that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques*; emotional appeal may dominate • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the argument(s).

2-Point Argumentative Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
Claim 4 **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. **Claim 2** **Target 4, COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a thesis/controlling idea, but not be too general. • Choosing Sources: Overall, the sources should offer more factual information and citations than just unsupported opinions. In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • Explanatory essay: In Grade 6, students are NOT asked to write a summary but are expected to come up with their own thesis/controlling idea based on the sources provided and support the thesis/controlling idea. In order to alleviate the simple regurgitation of information, students may be asked to respond using a specific organizational structure that is not formulaic such as comparison/contrast essay or an analysis of cause/effect, problem/solution, etc. • Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate explanatory full write. Try not to create a writing assignment around a set of sources – the writing purpose **should come from the sources** and not be a forced fit. • Claim 4 Targets: Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question can be used across PTs.

Standards	**Claim 4 Target 2** **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8, RI-9, RH-1, RH-2, RH-7, RH-8, RH-9, RST-1, RST-2, RST-7, RST-8, RST-9, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 6.RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 6.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

	6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 6 Standards: W-8, WHST-8 (PT: DOK 3 if machine-scored; DOK 4 if short-text items) 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9, RH-1, RH-7, RH-8, RH-9, RST-1, RST-7, RST-8, RST-9, W-1b, W-8, W-9, WHST-8, WHST-9 (PT: DOK 3 if machine-scored; DOK 4 if short-text items)

	6.RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 6.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 6.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 6.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 6.RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). 6.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 6.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 6.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 6.RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. 6.W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 6.W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 6.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.

	Claim 2 Target 4 **Target 4. COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. Gr. 6 Standards: W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 WHST-2,4,5,8,9 (DOK 4) 6.W-2/WHST-2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 6.W-4, WHST-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.W-5, WHST-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 6.W-9, WHST-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4(PT: DOK 3, 4) Claim 2 Target 4 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short text items.
Stimuli/Passages	**Informational and literary nonfiction texts:** Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 6) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • The set of sources should provide enough evidence that allows students to establish and support a thesis/controlling idea, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general. • The set of sources together should provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions. **Literary fiction texts:** Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used sparingly (within a set of 3–4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used as one of the stimuli for the PT, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli must serve a purpose other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information.

	• Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 6), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target-grade level. The vocabulary used in the stimulus and the item should be on or below-grade level. In some instances, vocabulary may be above-grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide*.)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** <u>Target 2</u> 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. <u>Target 3</u> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. 3. The student will evaluate the relevance of information from multiple sources to support research.

Evidence Required	Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 4 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
Allowable Item Types	2 short-text items, 1 machine-scored item, and an explanatory full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5–6 PTs, in total, on the same topic.
Performance Task	**Presenting the Sources:** The sources should not be presented with "Read this story/article/letter to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. **Sample Setup #1:** "As part of your initial research, you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Sample Setup #2:** "You decide to do more research. While doing your research, you find three sources to review. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." **Task Description:** The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4, and one Claim 2 Target 4 explanatory full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the explanatory full write, the student will use ideas and information from more than one source to explain their thesis/controlling idea, in his or her own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.

	After drafting the full write, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation). In the explanatory full write, the students will use ideas and information from more than one source to explain their thesis/controlling idea, in their own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.
Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the two other sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain **one** [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader's understanding of <problem>. Give **two** [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one piece of evidence from each of the two other sources. Student cites the source for each piece of evidence. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. **OR** Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. **OR** Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1, supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 1d:
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<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student cites the source for each detail.</td></tr>
<tr><td>1</td><td>Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one vague or loosely related detail from each of the specified two sources. Student cites the source for each detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from one of the specified sources. Student cites the source for the details. Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from one of the specified sources. Student cites the source for the detail.
OR
Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from each of the two specified sources. Student does not cite the source for each detail.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<td>Task Model 2
Item Type: Hot Text, Select Text
DOK Level 3</td>
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Target Evidence Statement
Claim 4, Target 2:
1. The student will analyze information within and among multiple sources of information.
Description:
The student will locate sentences that present information that supports/contradicts and does not merely represent new or different information the claim mentioned in the stem. The delimited text should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The correct answer choice(s) should be sentences that clearly support/contradict the claim mentioned in the stem. If there are too many defensible options (check every possibility) do not use this item type, use multiple choice.
Distractors are the delimited sentences that should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present supporting/contradicting information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/contradictinginformation.
Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.
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Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: G6.T2. Excerpt from one of the sources.
  Stems:
  - Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
  - Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea].
- **Clarifications:** The stem should appear above the excerpt, not after it.

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Task Model 3
Item Type: Short Text
DOK Level 4

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Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify sources by title or number.
  - While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify sources by title or number.

Rubric
Task Model 3a:

Score	Rationale
2	Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. **OR** Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. **OR** Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4

Item Type: Multiple Choice, Multiple-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 2:

2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism.

Description:
The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task.
The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. 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. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or balanced per length (i.e., three short, three long). Order the answer choices from shortest to longest.
The **correct answer choice** will be two or three notes that correctly paraphrase and integrate information drawn from both sources.
Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a non- objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.
Rationales should state the justification for why the plausible distractor is incorrect.

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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Choose the [**two**/**three**] answers that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.

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Task Model 5

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
3. The student will evaluate the relevance of information from multiple sources to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.
  - All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric

Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 5b:
<table>
<tr><th>Score Point</th><th>Description</th></tr>
<tr><td>2</td><td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.</td></tr>
<tr><td>1</td><td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source.
OR
Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.</td></tr>
<tr><td>0</td><td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td></tr>
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Scoring Note: Score point 1 encompasses partially correct responses.
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<td>Task Model 6
Item Type: Multiple Choice, Single-Correct Response
DOK Level 3</td>
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Target Evidence Statement
Claim 4, Target 3:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.
Description:
The student will identify the source that is most credible regarding a specific topic given in the stem.
The answer choices should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or balanced per length (i.e., two short, two long). Order the choices from shortest to longest.
The correct answer choice should be one explanation that correctly identifies the most credible source regarding a given topic and includes the correct explanation of why that source is the most credible regarding a given topic.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate.
Rationales should state the justification for why the plausible distractor is incorrect.
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Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - The authors of Source #1 and Source #2 present different information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.

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Task Model 7

Item Type: Short Text

DOK Level 4

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Target Evidence Statement

Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stems:
  - Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source.
  - Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric

Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. **OR** Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

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Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. **OR** Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by [one detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem. The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest.

The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.

Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem but the explanation given for why it supports the information is incorrect/misinterpreted.

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

Appropriate Stems:

- **Lead-in:** No lead-in

  Stimulus: No additional stimulus

  Stem:
  - Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.

Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some of the sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source for each piece of evidence by title or number. o The [chart/graph/table] in Source #2 supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece from Source #1 and one piece of information from Source #3 that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that<claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify one benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source#1 and one detail from Source #2, to support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. **OR** Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an adequate evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. **OR** Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. **OR** Response is an identification of one piece of information, from either Source #1 or Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. **OR** Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement

Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title. To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.

The **correct answer choices** should fit clearly into one category listed on the table. 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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

  - Look at the [claims/ideas] in the table. Decide whether the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four 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.

Task Model 11 **Item Type: Full Write** **DOK Level 4**	**Target Evidence Statement** **Claim 2, Target 4:** 1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. **Explanatory Writing:** Create an explanatory writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). An explanatory assignment must provide the following information: • A purpose for writing • A description of the audience • A clear direction to write a thesis/controlling idea supported by evidence from the sources about the topic **Sample Explanatory Assignment #1:** Your computer class is preparing for the technology fair at your school. The technology fair will focus on the impact of the information age. For your part in the fair, you need to help students, parents, and teachers better understand eBooks. Using more than one source, develop a thesis/controlling idea to explain about eBooks. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Sample Explanatory Assignment #2:** The science club in your school wants to help students and teachers better understand solar-powered aircrafts. The science club has asked you to help them with their research on this topic. Using more than one source, develop a thesis/controlling idea to explain about solar-powered aircraft. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. Sample Explanatory Assignment #3: Now that you have completed research on the topic of sleep, the journalism club sponsor has asked you to write an explanatory article about sleep and naps for the

	next issue of the school newspaper. The audience for your article will be other students, teachers, and parents. Using more than one source, develop a thesis/controlling idea about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources. **Note:** • Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal). **Sample Explanatory Scoring:** Your explanatory <writing assignment> will be scored using the following: **1. Organization/purpose:** How well did you state your thesis/controlling idea and maintain your thesis/controlling idea with a logical progression of ideas from beginning to end? How well did you narrow your thesis/controlling idea so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective were your introduction and your conclusion? **2. Evidence/elaboration:** How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose? **3. Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? **Scoring Rules for the Performance Task:** 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for language conventions)

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:** • thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • effective introduction and conclusion • logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	**The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:** • thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience • adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • adequate introduction and conclusion • adequate progression of ideas from beginning to end; adequate connections between and among ideas	**The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:** • thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience • inconsistent use of transitional strategies and/or little variety • introduction or conclusion, if present, may be weak • uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	**The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:** • thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience • few or no transitional strategies are evident • introduction and/or conclusion may be missing • frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	• Insufficient (includes • copied text) • In a language other than English • Off-topic • Off-purpose

4-Point Explanatory Performance Task Writing Rubric (Grades 6–11)					
Score	**4**	**3**	**2**	**1**	**NS**
Evidence/Elaboration	**The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:** • comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific • clear citations or attribution to source material • effective use of a variety of elaborative techniques* • vocabulary is clearly appropriate for the audience and purpose • effective, appropriate style enhances content	**The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:** • adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general • adequate use of citations or attribution to source material • adequate use of some elaborative techniques* • vocabulary is generally appropriate for the audience and purpose • generally appropriate style is evident	**The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:** • some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied • weak use of citations or attribution to source material • weak or uneven use of elaborative techniques*; development may consist primarily of source summary • vocabulary use is uneven or somewhat ineffective for the audience and purpose • inconsistent or weak attempt to create appropriate style	**The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:** • evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied • insufficient use of citations or attribution to source material • minimal, if any, use of elaborative techniques* • vocabulary is limited or ineffective for the audience and purpose • little or no evidence of appropriate style	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

*Elaborative techniques may include the use of personal experiences that support the thesis/controlling idea.

2-Point Explanatory Performance Task Writing Rubric (Grades 6-11)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

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 (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. **Target 3b: REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	
Clarifications	Target 3a **Note:** Informational 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. 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 or other), 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 these items. Target 3b **Note:** Informational text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience. **Note**: This target asks students to revise, *not* 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 **underlined or otherwise specified** 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. 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 development for audience, purpose (explanatory), and task. **Note:** Evidence includes data (survey or other), and/or research information ("experts say," "research 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 item. Formatting (CCSS W-2a) will not be a focus of these items.
Standards	**Target 3a** W-2a. Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W-2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W-2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. W-2e. Establish and maintain a formal style. W-2f. Provide a concluding statement or section that follows from the information or explanation presented. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Target 3b** W-2a. Introduce a topic; organize ideas, concepts, and information; using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W-2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. W-2c. Use appropriate transitions to clarify the relationships among ideas and concepts. W-2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

	W-2e. Establish and maintain a formal style. W-2f. Provide a concluding statement or section that follows from the information or explanation presented. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.
Depth of Knowledge	**Target 3a** DOK 3 **Target 3b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief explanatory texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length).
Stimuli/Text Complexity	• 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 elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes (e.g., a chart, a bulleted list, etc.) from a 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 5 informational item with student notes:

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

<u>What do we need to do to stay healthy?</u>

Besides having healthy eating and exercise habits, we need to make sure we get enough sleep. Children our age need at least 8 hours of sleep every night to stay healthy. For example, if we don't get enough sleep, we won't have the energy to get the exercise we need to stay healthy.

In conclusion, we have to make choices that will keep us happy, healthy, and useful. Knowing the facts about diet, exercise, sleep and good health can help all of us be the best we can be.

The student has taken the following notes from a credible source:

NOTES	
Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! NO sugary or fried foods homework – 30 min/day fruits, vegetables, chicken, fish (at least 80% of diet) do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories	*- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).* *- *by 5th grade, not all notes have to be relevant to the task (homework is probably not relevant and sleep is covered in next paragraph)*

Choose relevant facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.

Accessibility Concerns	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.
Evidence Required	**Target 3a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 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 a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose **Target 3b Revise Brief Texts** 1. **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will **revise** explanatory text by **identifying** the best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for

	audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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.
Allowable Item Types	**Target 3a:** Written Response **Target 3b:** Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text reorder text

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**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **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.). Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length. Student notes should a. be boxed. b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. c. **not** be complete sentences; d. **not** be grammatically parallel. A heading preceding the notes should read: *The student has taken the following notes from a credible source:* [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. **Task Description:** The stem will direct the student to develop informational/ 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 their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: 1. **(Organization)** The student will use information provided in a stimulus to **organize** explanatory text by a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will select from information/evidence provided in order to develop **or elaborate on a** section of an explanatory text by a. integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate

for the required task and form (essay, report, etc.)

b. using precise language and domain-specific vocabulary to inform or explain

c. establishing and maintaining a formal style (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 [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @200-250 words]

- The student's draft does not have an introduction [OR the introduction* of the student's draft does not have a clear focus]. Write an introduction* that provides a clear [controlling idea, or thesis] for the [report, essay, article, letter, etc.].
- Write a conclusion* for this essay (or report, article, etc.) that [follows logically from the information in the (stimulus) or is appropriate for the audience and purpose of the (report, article, etc.)]

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

ELABORATION ITEM STEMS

A student is writing a [report, essay, article, letter, etc.] for the [teacher, principal, class, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @200-250 words + student notes @70-80 words]

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.*

- The student wants to develop more support for the [report, etc.]. Using relevant (or appropriate) information from the student notes, write one [or two] paragraphs* to further develop [the underlined (sub)topic.] OR …paragraph(s) that elaborate(e) evidence [or details, examples, etc.] to explain the underlined idea/(sub)topic, etc.
- Using relevant (or appropriate) information from the student notes, write one or two paragraphs* that develop information on the effect of _____ [if stimulus provided the cause of _____]. [Or vice versa]. [Additional possibilities are problem/solution, compare/contrast, pro/con, etc.].
- Choose relevant [facts and/or details, etc.] from the student's notes to develop a paragraph beginning with the underlined sentence.

*** Notes:** 1) The underlined 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 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;" or by asking students to complete a paragraph that has been started (and underlined) for them.

** 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.

Rubric/ Scoring Rules:

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)**

Rubric Templates

Organization—Introduction

2 points
The response:
- introduces an adequate statement of the controlling idea/thesis that reflects the body of writing as a whole
- provides adequate information to put the controlling idea/thesis into context
- does more than list points/reasons to support the controlling idea/thesis—not formulaic
- connects smoothly to the body paragraph

1 point
The response:
- provides a partial or limited controlling idea/thesis
- provides a controlling idea/thesis that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to put the controlling idea/thesis into context
- may list supporting points/reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response:
- provides no controlling idea/thesis or provides a controlling idea/thesis that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to put the controlling idea/thesis into context
- provides no connection to the body paragraph

Organization—Conclusion

	2 points The response: • 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 **1 point** The response: • 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 **0 points** The response: • 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 **Elaboration** **2 points** The response: • 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 **1 point** The response: • 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 **0 points** The response: • provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes • 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

Task Models	
Task Model 2 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some specified and underlined 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.) **Target Evidence Statements**: 1. **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented 2. **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintaining formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis* ***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. **APPROPRIATE STEMS:** **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).

ORGANIZATION ITEM STEMS

A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows.

- Embed stimulus with a missing introduction] Choose the sentence(s) [or paragraph] that would **best** introduce the topic [OR the best thesis statement] for the [report, essay, article, etc.]. **Note**: Answers can contain a single sentence "main idea" (or focus, etc.) or a multi-sentence answer.
- [Embed stimulus with an underlined ineffective/inappropriate introduction] The [essay, article, etc.] does not have a clear (or appropriate) introduction. Choose the sentence that best replaces the first sentence.
- [Embed stimulus with an underlined ineffective/inappropriate conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence(s) that is **more clearly** related to/appropriate for the information presented in the [report, article, etc.].
- [Embed stimulus with a missing conclusion] Choose the [group of] sentence(s) that would be the **best** conclusion for the [essay, report, etc.].

ELABORATION ITEM STEMS

A student is writing a [report, essay, letter, article, etc.] for the [teacher, principal, class, 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.

[Insert stimulus 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.]
- Revise the underlined sentence [section] by replacing it with a sentence [section] that includes 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.]

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.

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

Task Models	
Task Model 3 **Target 3b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct response** **DOK 2**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified and underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: [**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert stimulus text] • Choose **two** sentences that provide the best [evidence; can specify—examples, concrete details, definitions, facts, quotations, examples, etc., as appropriate for the task] to support the underlined controlling idea [thesis] of the paper. • Choose **two** sentences that could be added [before/after the underlined

	sentence] that would add the best supporting information for the thesis. • Revise the underlined sentences [section] by selecting **two** sentences that include more [precise or specific information or examples, etc.]. **Note:** Must be total sentence revision with topic-specific language, not just more precise phrases. • Choose **two** sentences that would help the writer develop [the underlined (sub)topic or idea from the draft] and [a second underlined (sub)topic or idea from the draft]. **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**	**Note**: Items for this target must have a setup that establishes audience, purpose (explanatory), and context/task. **Stimulus:** Text should be at 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 200 words. **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 six possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: **1.** **(Organization)** The student will **revise** explanatory text by **identifying** improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. maintaining a clear focus* c. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect) d. providing appropriate transitional strategies for coherence e. providing a conclusion that follows from the information or explanation presented **2.** **(Elaboration)** The student will **revise** complex explanatory text by **identifying** best use of elaboration techniques such as a. including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples) b. using precise language and domain-specific vocabulary to inform or explain c. establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling idea* ***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. 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 [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____.The student wants to revise the draft to improve [organization, 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]

- [Insert paragraph of 5 to 6 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 6 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.].
- [Insert **one or two** underlined transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [sentences, paragraphs, or sections]. **Note:** Limit to two pairs of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note**: only transition words/phrases, words that signal relationships, can be assessed outside of target 8.

ELABORATION ITEM STEMS

A student is writing a [report, essay, letter, or article] for the [teacher, principal, class, etc.] about _____. The student wants to improve the development of the ideas in the draft. Read the draft of the _____ and complete the task that follows.

- [Embed stimulus with 4 to 5 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**one**] place in the _____ that needs more [facts, details, examples] to support the [stated main (or controlling) idea or (sub)topic]. Note: Correct answer must clearly lack evidence/support; distractors must clearly have supporting information, e.g., an example or a statistic.
- [Embed paragraph with one (or two) sentence(s) that do/does not support the main idea] Click on the [one or **two]** sentences that should be deleted because it/they do(es) **not** support the underlined controlling idea [thesis, (sub)topic] in the paragraph [essay, report, etc.]. **Note**: this is not an organization stem: the correct answer should be information that clearly does not support the controlling idea.
- [Embed stimulus with one (or two) sentence(s) that do not maintain the style] Click on **one** sentence that should be deleted because it does not maintain the writer's style for this audience. **Note**: Correct answer must be clearly different – and inappropriate (e.g., informal, or didactic, or off purpose).

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.

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

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 6a: WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented. **Target 6b: REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	
Clarifications	**Target 6a** • Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task. • Organization items focus on the student's ability to **compose** a brief text (one to three paragraphs) by providing a claim and supporting evidence and conclusions appropriate for an argument. • 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 evidence to support a claim that is appropriate for an argumentative text. • Evidence includes data (survey or other), and/or research information ("experts say," "studies show," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • **Note:** Counterclaims are not required until grade 7 • 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:* **Target 6b** • **Note**: This target asks students to revise, *not* edit, which is Target 9. • **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. • No item stems should promote formulaic writing. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task. • Organization items focus on the student's ability to **revise** a brief text by providing **claims** and supporting reasons,

	transitions to connect reasons to **claims**, and conclusions appropriate for an argument. Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate reasons to support claims. • Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate evidence to support claims/counterclaims. • Evidence includes data (survey or other), and/or research information ("experts say," "studies show," etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.
Standards	Target 6a W-1a. Introduce claim(s) and organize the reasons and evidence clearly. W-1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W-1d. Establish and maintain a formal style. W-1e. Provide a concluding statement or section that follows from the argument presented. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target 6b W-1a. Introduce claim(s) and organize the reasons and evidence clearly. W-1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. W-1d. Establish and maintain a formal style. W-1e. Provide a concluding statement or section that follows from the argument presented. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.
Depth of Knowledge	**Target 6a** DOK 3 **Target 6b** DOK 2
Stimuli/Passages	• Stimuli for this target will be brief argumentative texts (one to three paragraphs, ranging between 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length). • **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Appeal to emotion is inappropriate for argument.

Stimuli/Text Complexity	• 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 the stimulus includes an introduction, it should avoid obvious preview of [3] supports; when the 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.) • The stimulus should be written as if it were 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 argument forms such as essay, editorial (not letter to editor), etc. • For 6a elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes (e.g., a chart, a bulleted list, etc.) from a 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: o written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.) o presented in any particular order. o 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 5 informational item with student notes:

A student is writing a report for science class about healthy living. Read the draft of the report. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making good choices. Decisions about the foods we eat, how much sleep we get, exercise, and even the activities we chose can have a positive effect on a person's well being. These choices can control how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

Besides adopting healthy eating and exercise habits, people need to make sure they get enough sleep to fuel their bodies. Children our age, pre-teens, need at least 8 hours of sleep every night to support other healthy living habits. For example, if you don't get enough sleep, you won't have the energy to get the exercise you need to stay healthy.

In conclusion, all of us have to be responsible for making choices that will keep us happy, healthy, and productive. Knowing the facts about the relationships between diet, exercise, sleep and good health can help all of us feel better about ourselves.

Explanation for STIMULUS

- stimulus is within recommended word length for gr 5 (between 150-200 words)

- task is asking for students to develop one part of the report, rather than write entire body

- stimulus models good writing yet is accessible to 5th grade students

The student has taken the following notes from a trustworthy source:

	NOTES Exercise – • school nurse: "most important factor in weight control" • doesn't have to be formal club/team • 30 minutes day – at least! Homework – recommended 30 minutes/day* NO sugary or fried foods Eat fruits, vegetables, chicken, fish (at least 80% of diet) Be physical during recess (not games/cards) Pre-teens = 8 hrs sleep per day* Fat no more than 30% ALL calories **Explanation for NOTES** *- The notes provide sufficient ideas on both diet and exercise for the writer to develop and elaborate* *- The notes fall within the recommended word count for gr 5 (50-60 words)* *- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel* *- The notes provide some evidence in the form of facts and statistics that are well within a 5th grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).* *- *by 5th grade, not all notes have to be relevant to the task (homework is probably not relevant and sleep is covered in next paragraph)* Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
Accessibility Concerns	Students will be required to read brief argumentative 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.
Evidence Required	**Target 6a Write Brief Texts** 1. **(Organization)** The student will use information provided in a stimulus to **organize** arguments by: a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claims, so as to build a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons d. using appropriate vocabulary for argument e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)

	2. **(Elaboration)** The student will select from information provided in order to **develop** or **elaborate** on a designated part of an argumentative text by: a. referencing and integrating relevant reasons supported by credible evidence b. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose **Target 6b Revise Brief Texts** 1. **(Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as: a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support claim, building a logical argument c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, reasons, and evidence* d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) e. 2. **(Elaboration)** The student will **revise** arguments by **identifying** the best use of elaboration techniques such as: a. including relevant reasons to support claim b. including relevant and credible evidence to support reasons c. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose d. deleting details that do not support the claim* ***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.
Allowable Item Types	**Target 6a:** Written Response **Target 6b:** Multiple Choice, single correct response; Multiple Choice; multiple correct response; Hot Text, select text; Hot Text, reorder text

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 6a Write Brief Texts** **Item type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level and content appropriate, as if written by a good student. Text should be a model of good writing. 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 reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. 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 200 and 250 words, excluding student notes, which should range between 70 and 80 words in length. Student notes should: • 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. A heading preceding the notes should read: ***The student has taken the following notes from a trustworthy source:*** [**Note**: 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. **Task Description:** The stem will direct the student to **develop** one or two argumentative paragraphs, 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 their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: • **(Organization)** The student will use information provided in a stimulus to **organize** arguments by: • providing an opening that establishes a clear claim and context for argument* • organizing reasons and evidence to support claims, so as to build a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons • using appropriate vocabulary for argument • providing a conclusion* that is appropriate to purpose and audience and follows from the argument(s)

*Be sure that the stimulus clearly lacks an effective introduction/conclusion.

- **(Elaboration)** The student will select from information provided in order to **develop** or **elaborate** on a section of an argumentative text by
- referencing and/or integrating relevant and credible evidence (from notes provided) to support claims
- establishing and maintaining a formal style and 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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.] . Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @150-200 words]

- The beginning* of the student's [essay, letter, etc.] does not state a clear claim. Write an introduction* to the [argumentative essay, editorial, etc.] that establishes and introduces a clear claim about _____.
- This essay [editorial, etc.] is missing a conclusion.* Write a conclusion that follows logically from the argument.
  *Be sure the stimulus clearly needs an introduction/conclusion.

ELABORATION ITEM STEMS

A student is writing [argumentative essay, editorial, etc.] about ____ for the [teacher, class, principal, student newspaper, etc.]. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @150-200 words + student notes @50-60 words]

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 will either quote directly from the source (they'll assume the notes have been paraphrased) or integrate information using their own words when referencing the sources. They will not need to cite sources.*

- The student wants to continue paragraph ___ by developing more support for the claim in the [letter, article, etc.]. Choose information from the student notes to develop [the underlined reason/claim etc.].
- Choose facts and details from the student notes to develop a supporting paragraph that begins with the underlined sentence.
- The student needs to add more support for the claim in the [essay, article, etc.]. Write one or two paragraphs that develop relevant evidence [examples, facts, etc. depending on the content of the student notes] from the student notes to support the underlined claim (or reason) [in/at the end of, etc. paragraph #].
- A student has written an introduction [and the first body paragraph (or two)] of an argumentative essay that establishes and introduces a clear claim

about _____. Use the student's notes to add evidence to support [and further develop] the underlined supporting claim [or reason]

* **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;" or by asking students to complete a paragraph that has been started for them.

**Notes: Elaboration questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter; 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, develop, or elaborate on. For elaboration items, students should never be required to "conclude" a piece of writing.

Rubric/ Scoring Rules:

2, 1, 0 Points: the rubric needs to be item-specific for organization and elaboration brief writes. **Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)**

Organization—Introduction

2 points
The response:
- establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole
- provides adequate information to frame the argument to put the claim into context
- does more than list arguments to support claim—not formulaic
- provides a logical connection to the body paragraph

1 point
The response:
- provides a partial or limited claim
- provides a claim that partially reflects the argument(s) presented in the body of writing as a whole
- provides limited and/or extraneous information to frame the argument to put the claim into context
- may list arguments—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points
The response:
- provides no claim or provides a claim that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to frame the argument to put the claim into context
- provides no connection to the body paragraph

Organization—Conclusion

	2 points The response: • provides an adequate conclusion that follows logically from and supports the claim presented in the body of writing as a whole or provides a call-to-action statement (or provides an answer as to why the claim is important or what should happen) • does more than restate or summarize the arguments—not formulaic • provides adequate connections and/or progression of ideas to contribute to coherence **1 point** The response: • provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole • lists, restates, or summarizes the arguments—formulaic • provides an awkward or partial connection and/or limited progression of ideas **0 points** The response: • provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole • may restate random and/or incorrect arguments or just restate the claim • provides no connection or progression of ideas **Elaboration** **2 points** The response: • develops adequate supporting arguments and/or relevant evidence based on the student notes • does more than list supporting arguments • adequately elaborates arguments using precise words/language **1 point** The response: • provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related • lists supporting arguments with limited elaboration/evidence • partially elaborates arguments using general words/language **0 points** The response: • provides minimal or no supporting arguments and/or evidence from the student notes • provides supporting arguments 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

Task Models	
Task Model 2 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, single correct response** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words. **Task Description:** The **stem** will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. **Answer choices** will present four options. 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.) **Target Evidence Statements**: **1. (Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) **2. (Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* ***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. **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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows.

	• [Embed argument stimulus with a missing introduction] Choose the sentence(s) that would make the **best** introduction to establish and introduce the claim [set up the argument, etc.]. **Note:** Each answer choice can have a single "topic sentence" or a multi-sentence introduction. • [Embed argument stimulus with an underlined ineffective/ inappropriate introduction] The [introductory paragraph of the letter, essay, article, etc.] does not state a clear claim. Choose the sentence(s) that best replaces the underlined sentence(s). • [Embed argument stimulus with a missing conclusion] Choose the sentence(s) that **best** concludes [the introductory paragraph (or other) of] the argumentative [essay, letter, etc.]. • [Embed argument stimulus with an underlined inappropriate/ ineffective concluding sentence] Choose the sentence that would be the **best** conclusion for the argument [or should be added to (underlined sentence, final paragraph, etc.)] to conclude the argument [indicate where additional sentence would be added to existing conclusion]. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text] • Choose the sentence(s) that add(s) the **best** evidence/information to support [the underlined claim/reason] in the student's ___. Note: supporting information should be accessible evidence – facts, quotes from known "experts" such as the principal, etc., not just general reasons. • Choose the sentence that **best** develops [or supports or explains] [the underlined reason/sentence (or underlined text at the end of paragraph 2, etc.)]. • Choose the sentence(s)/paragraph that should be added (or should replace) [the underlined information] to strengthen the author's argument. **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. **Scoring Rules:** All correct = 1 point, other = 0 points

Task Models	
Task Model 3 **Target 6b Revise Brief Texts** **Item Type: Multiple Choice, multiple correct responses** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a good student. Text should be a model of good writing Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should range between 200 and 250 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 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.) **Target Evidence Statements**: **(Note: There are no Organization items for this task model)** **(Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as a. including relevant and credible evidence to support reasons b. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose c. deleting details that do not support the claim* ***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. **APPROPRIATE STEMS:** **Note:** all stimuli/stems should indicate that students are revising a **draft** for a specified reason. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. 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] • Choose **two** sentences that add the **best** pieces of evidence (or information) to support [the one underlined claim or supporting reason]. • Choose the **two** sentences that would **best** develop [or support or explain] [the underlined reason/sentence/evidence (or underlined text at the end of paragraph 2, etc.]. **Note**: students choose **two** answer choices to support **one** underlined claim, reason, etc. • The student wants to replace the **two** underlined sentences

	[inappropriate/irrelevant or weak in supporting the claim] with sentences that would be more appropriate for the author's argumentative purpose [or for the stated audience]. Choose the two **most** appropriate sentences that could replace the **two** underlined [sentences/reasons, etc.]. **Note**: students choose two answer choices to support **two** underlined claims, reasons, etc. **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 6b Revise Brief Texts** **Item Type: Hot Text, select text** **DOK 2**	**Note**: Items for this target must have a setup that states audience, purpose (argument), and context/task. **Stimulus:** Text should be at grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of argumentative forms (essay, editorials, etc.). **Note:** This is an argumentative target, not persuasive. The stimuli should be decidedly argumentative, having two clear and debatable sides or positions. Text should not exceed 200 words. **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 four to six possible correct answers, and each possible answer should be underlined**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2). Target Evidence Statements: **1. (Organization)** The student will **revise** arguments by **identifying** improved organizational elements such as: • providing an opening that establishes a clear claim and context for the argument • organizing reasons and evidence to support claim, building a logical argument • providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence* • providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) **2. (Elaboration)** The student will **revise** arguments by **identifying** best use of elaboration techniques such as • including relevant and credible evidence to support reasons • establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose • deleting details that do not support the claim* ***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. 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 [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. The student wants to

	revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text] • [Insert paragraph of 4-6 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the argumentative [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the **best** introduction for this [argumentative letter, article, etc.]. • [Insert paragraph of 4 to 6 sentences, with the best conclusion embedded somewhere within the body of the paragraph] The last sentence is not the best conclusion for the [essay, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion for this argument. • [Insert **one or two** underlined transition word pairs embedded in text such as next/moreover; in fact/also; finally/therefore – correct word must be clearly better than wrong answer]. Revise the draft of the argument by clicking on one [or two word(s)/phrase(s)] from each underlined pair that would improve the [connections] between the underlined [sentences, paragraphs, or sections]. **Note:** Limit to two pairs of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note**: only transition words/phrases, words that signal relationships, can be assessed outside of target 8. **ELABORATION ITEM STEMS** A student is writing [argumentative essay, editorial, etc.] about _____ for the [teacher, class, principal, student newspaper, etc.]. 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. • [Embed stimulus with 4 to 6 possible underlined "answers," which can be sentences or parts of a sentence] Click on [**one**] place in the _____ that needs more [evidence: facts, details, examples] to support the underlined claim or reason. **Note**: Correct answer must clearly lack evidence/ support, etc. • [Embed paragraph with one (or two) sentence(s) that do/does not support the claim] Click on the [one or **two]** sentences that should be deleted because it/they do(es) **not** support the underlined claim [reason] in the paragraph [essay, report, etc.]. **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 section] at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point, other = 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
Clarifications	**Clarifications for the Item Writers:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and

	quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the note that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four notes related to the sources. Each note 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 that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest. The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources. **Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,** **Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or** **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**This task model has been deleted.**
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**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information

	should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the notes that correctly paraphrase and integrate the information from both sources. The **answer choices** will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note 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 that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The **correct answer choice** will be notes that 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 note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

	Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Choose [**two/three**] notes that correctly paraphrase information by combining details from **both** sources. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Hot Text, Select Text** **DOK Level 2**	**This task model has been deleted.**
Task Model 7 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RI-8 **CAT Secondary Standard Alignment:** RI-1, W-8, WHST-8, W-9, WHST-9 **Stimulus:** There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T2.H: No Stimulus** **Task Description:** The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **item stem** will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound

	or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Distractors** are the delimited sentences that should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is <u>not</u> supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus: G6.T2.H: No Stimulus** **Stems:** o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] **not** supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are **not** supported by credible, or trustworthy,

	evidence. The claims could be from one or both sources. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-9, RST-9 **CAT Secondary Standard Alignment:** RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9 **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. **Stimulus: G6.T2.I: Historical Secondary Source** This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text. **Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source** This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment. **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** This stimulus should be results a student found/collected on an experiment or study that is expressed in words. **Task Description:** The test taker will locate sentences in a source that supports the information from the stimulus. The **item stem** will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The **delimited text** should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences that should reflect common student

	errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows. **Stimulus: G6.T2.I: Historical Secondary Source,** **Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source, or** **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** **Stems:** o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that support(s) the information presented in Source 1. o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

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.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. 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	• Multiple Choice; single correct response • Multiple Choice; multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will be presented with a research plan. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports research. 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan 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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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).

Target Evidence Statement:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
  Stimulus G6.T3.A: No Stimulus
  Stems:
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus G6.T3.B: Research Report Plan
  Stems:
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
  - The student needs to find a credible, or trustworthy, source with

	relevant information. Which source would **most likely** have credible and relevant information? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 2: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 3 **Item Type: Multiple Choice; Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 a relevant source that a student could use to add information to her/his writing. The **answer choices** will present four options which 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source that clearly contains the information from a credible source needed to add to the student writing that is 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 good 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 does not contain any factual evidence, and/or 4) a source that could be used in research but is

	not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Which source would **most likely** give the student more information for the paragraph from [his/her] report? o Which [website/of these] is **most likely** the **most useful** source for information to add to the paragraph from the student's report? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will select a credible source to support a research task/topic. The **item stem** will pose a question asking the test taker to choose a source that a student could use to support research. 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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). **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus G6.T3.A: No Stimulus** **Stems:** o A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	Choose [**two/three**] credible, or trustworthy, sources that are **most likely** relevant for the topic. • **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow. **Stimulus G6.T3.B : Research Report Plan** **Stems:** o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed to answer the research question. o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed for the report. o The student needs to find credible, or trustworthy, sources with relevant information. Choose [**two/three**] sources that would **most likely** have credible and relevant information for the report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Multiple Choice; Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 relevant sources that a student could use to add information to her/his writing. The **answer choices** will present six to eight options which 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Choose [**two/three**] sources that would **most likely** give the student more information for the paragraph from [his/her] report. o Choose [**two/three**] sources that would **most likely** give the student the **most useful** information for the paragraph from [his/her] report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 7 **Item Type: Hot Text; Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus: G6.T3.E: Paragraph from a Print Source**

	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. **Task Description:** 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. 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 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 **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.** **Distractors** are the delimited sentences that are not selected and should reflect 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. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **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. **Appropriate Stems:** ● **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: G6.T3.E: Paragraph from a Print Source** **Stem:** 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 question(s) the accuracy of Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. 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 "The student will cite evidence to support arguments, ideas, or analyses" not identify them.
Standards	RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

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	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G6.T4.A: Historical Secondary Source with Argument 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. Stimulus: G6.T4.B: Historical Secondary Source with Critique 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. Stimulus: G6.T4.C: Historical Secondary Source with Analysis 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. Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G6.T4.G: Student Argumentative Writing 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 are supported by reasons and evidence.

	Task Description: 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. The **answer choices** 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). Order choices from shortest to longest. The **correct answer choice** 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.) **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis or examination of the 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: G6.T4.G: Student Argumentative Writing **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless 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., two short, two long). Order choices from shortest to longest. The **correct answer choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **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, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o 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. o 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found information in additional sources. Choose [**two**/**three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, 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 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 **correct answer choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is related to the topic, but does not directly relate to 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 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 (scientific stimuli only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact

	from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author

	includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 **correct answer choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited

	text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Model 6 **Item Type: Matching Tables** **DOK Level 2**	**CAT Primary Standard Alignment:** W-1b **CAT Secondary Standard Alignments:** RH-9, RST-9, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus G6.T4.H: Two Informational Sources on the Same Topic**

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims 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 by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	**Source 1**	**Source 2**	**Both Sources**	**Neither Source**
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **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, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.
  Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
  Stem:

	o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
Clarifications	**Clarifications for the Item Writers:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and

	quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the note that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four notes related to the sources. Each note 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 that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest. The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources. **Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,** **Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or** **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**This task model has been deleted.**
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**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information

	should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the notes that correctly paraphrase and integrate the information from both sources. The **answer choices** will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note 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 that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The **correct answer choice** will be notes that 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 note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

	Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Choose [**two/three**] notes that correctly paraphrase information by combining details from **both** sources. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Hot Text, Select Text** **DOK Level 2**	**This task model has been deleted.**
Task Model 7 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RI-8 **CAT Secondary Standard Alignment:** RI-1, W-8, WHST-8, W-9, WHST-9 **Stimulus:** There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T2.H: No Stimulus** **Task Description:** The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **item stem** will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound

	or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Distractors** are the delimited sentences that should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is <u>not</u> supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus: G6.T2.H: No Stimulus** **Stems:** o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] **not** supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are **not** supported by credible, or trustworthy,

	evidence. The claims could be from one or both sources. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-9, RST-9 **CAT Secondary Standard Alignment:** RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9 **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. **Stimulus: G6.T2.I: Historical Secondary Source** This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text. **Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source** This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment. **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** This stimulus should be results a student found/collected on an experiment or study that is expressed in words. **Task Description:** The test taker will locate sentences in a source that supports the information from the stimulus. The **item stem** will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The **delimited text** should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences that should reflect common student

	errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows. **Stimulus: G6.T2.I: Historical Secondary Source,** **Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source, or** **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** **Stems:** o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that support(s) the information presented in Source 1. o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

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.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. 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	• Multiple Choice; single correct response • Multiple Choice; multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will be presented with a research plan. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports research. 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan 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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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).

Target Evidence Statement:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
  Stimulus G6.T3.A: No Stimulus
  Stems:
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus G6.T3.B: Research Report Plan
  Stems:
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
  - The student needs to find a credible, or trustworthy, source with

	relevant information. Which source would **most likely** have credible and relevant information? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 2: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 3 **Item Type: Multiple Choice; Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 a relevant source that a student could use to add information to her/his writing. The **answer choices** will present four options which 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source that clearly contains the information from a credible source needed to add to the student writing that is 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 good 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 does not contain any factual evidence, and/or 4) a source that could be used in research but is

	not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Which source would **most likely** give the student more information for the paragraph from [his/her] report? o Which [website/of these] is **most likely** the **most useful** source for information to add to the paragraph from the student's report? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will select a credible source to support a research task/topic. The **item stem** will pose a question asking the test taker to choose a source that a student could use to support research. 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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). **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus G6.T3.A: No Stimulus** **Stems:** o A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	Choose [**two/three**] credible, or trustworthy, sources that are **most likely** relevant for the topic. • **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow. **Stimulus G6.T3.B : Research Report Plan** **Stems:** o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed to answer the research question. o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed for the report. o The student needs to find credible, or trustworthy, sources with relevant information. Choose [**two/three**] sources that would **most likely** have credible and relevant information for the report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Multiple Choice; Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 relevant sources that a student could use to add information to her/his writing. The **answer choices** will present six to eight options which 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Choose [**two/three**] sources that would **most likely** give the student more information for the paragraph from [his/her] report. o Choose [**two/three**] sources that would **most likely** give the student the **most useful** information for the paragraph from [his/her] report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 7 **Item Type: Hot Text; Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus: G6.T3.E: Paragraph from a Print Source**

	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. **Task Description:** 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. 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 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 **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.** **Distractors** are the delimited sentences that are not selected and should reflect 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. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **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. **Appropriate Stems:** ● **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: G6.T3.E: Paragraph from a Print Source** **Stem:** 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 question(s) the accuracy of Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. 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 "The student will cite evidence to support arguments, ideas, or analyses" not identify them.
Standards	RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

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	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G6.T4.A: Historical Secondary Source with Argument 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. Stimulus: G6.T4.B: Historical Secondary Source with Critique 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. Stimulus: G6.T4.C: Historical Secondary Source with Analysis 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. Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G6.T4.G: Student Argumentative Writing 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 are supported by reasons and evidence.

	Task Description: 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. The **answer choices** 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). Order choices from shortest to longest. The **correct answer choice** 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.) **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis or examination of the 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: G6.T4.G: Student Argumentative Writing **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless 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., two short, two long). Order choices from shortest to longest. The **correct answer choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **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, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o 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. o 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found information in additional sources. Choose [**two**/**three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, 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 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 **correct answer choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is related to the topic, but does not directly relate to 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 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 (scientific stimuli only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact

	from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author

	includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 **correct answer choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited

	text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Model 6 **Item Type: Matching Tables** **DOK Level 2**	**CAT Primary Standard Alignment:** W-1b **CAT Secondary Standard Alignments:** RH-9, RST-9, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus G6.T4.H: Two Informational Sources on the Same Topic**

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims 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 by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	**Source 1**	**Source 2**	**Both Sources**	**Neither Source**
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **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, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.
  Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
  Stem:

	o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	
Clarifications	**Clarifications for the Item Writers:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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	RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and

	quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.
Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text

Task Model	
Task Model 1 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the note that correctly paraphrases and integrates the information from both sources. The **answer choices** will present four notes related to the sources. Each note 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 that a balance of length is used (i.e., two short, two long). Order the answer choices from shortest to longest. The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources. **Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,** **Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or** **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Model 2 **Item Type: Multiple Choice, Single Correct Response** **DOK Level 2**	**This task model has been deleted.**
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**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9 **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. **Stimulus: G6.T2.A: 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. **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic** This stimulus should be a primary source and a 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: G6.T2.C.a: Informational Source** This stimulus should be an informational text that a student 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: G6.T2.C.b: Flowchart, Diagram, or Table** This stimulus should be a flowchart, diagram, or table that visually expresses the information found in **Stimulus G6.T2.C.a**. **Stimulus: G6.T2.D.a: Informational Source** This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information

	should lend itself to paraphrasing. **Stimulus: G6.T2.D.c: Experiment Results** This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a. **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 choose the notes that correctly paraphrase and integrate the information from both sources. The **answer choices** will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note 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 that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The **correct answer choice** will be notes that 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 note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note 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 note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note 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 information within and among 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>. Read both sources and the directions that follow. **Stimulus: G6.T2.A: Two Sources on the Same Topic,** **Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

	Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or **Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results** **Stem:** o The student took notes about information in the sources. Choose [**two/three**] notes that correctly paraphrase information by combining details from **both** sources. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Hot Text, Select Text** **DOK Level 2**	**This task model has been deleted.**
Task Model 7 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RI-8 **CAT Secondary Standard Alignment:** RI-1, W-8, WHST-8, W-9, WHST-9 **Stimulus:** There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T2.H: No Stimulus** **Task Description:** The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **item stem** will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound

	or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. **Distractors** are the delimited sentences that should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is <u>not</u> supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus: G6.T2.H: No Stimulus** **Stems:** o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found a source. Read the source and click on [**one/two**] claim(s) that the author make(s) that [is/are] **not** supported by credible, or trustworthy, evidence. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources. o A student is writing a research report about <topic>. The student found two sources. Read both sources and click on the **two** claims that are **not** supported by credible, or trustworthy,

	evidence. The claims could be from one or both sources. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 8 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-9, RST-9 **CAT Secondary Standard Alignment:** RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9 **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. **Stimulus: G6.T2.I: Historical Secondary Source** This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text. **Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source** This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment. **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** This stimulus should be results a student found/collected on an experiment or study that is expressed in words. **Task Description:** The test taker will locate sentences in a source that supports the information from the stimulus. The **item stem** will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The **delimited text** should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited. The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences that should reflect common student

	errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **Target Evidence Statement**: The student will analyze information within and among sources of information. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows. **Stimulus: G6.T2.I: Historical Secondary Source,** **Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source, or** **Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text** **Stems:** o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that support(s) the information presented in Source 1. o The student found another source. Read the source. Click on [**one/two**] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

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.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. 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	• Multiple Choice; single correct response • Multiple Choice; multiple correct response • Hot Text, Select Text

Task Models	
Task Model 1: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will be presented with a research plan. The **item stem** will pose a question asking the test taker to choose a source that a student could use that supports research. 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan 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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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).

Target Evidence Statement:
The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

- **Lead-in:** no lead-in
  Stimulus G6.T3.A: No Stimulus
  Stems:
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
  - A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?
- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.
  Stimulus G6.T3.B: Research Report Plan
  Stems:
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
  - The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
  - The student needs to find a credible, or trustworthy, source with

	relevant information. Which source would **most likely** have credible and relevant information? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 2: **Item Type: Multiple Choice; Single Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 3 **Item Type: Multiple Choice; Single Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 a relevant source that a student could use to add information to her/his writing. The **answer choices** will present four options which 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 dictionary that has the meaning of the word "_____," a magazine 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., two short, two long). Order choices from shortest to longest. The **correct answer choice** will be a source that clearly contains the information from a credible source needed to add to the student writing that is 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 good 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 does not contain any factual evidence, and/or 4) a source that could be used in research but is

	not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Which source would **most likely** give the student more information for the paragraph from [his/her] report? o Which [website/of these] is **most likely** the **most useful** source for information to add to the paragraph from the student's report? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.A: No Stimulus** **Stimulus G6.T3.B: Research Report Plan** This stimulus should be a research report plan that a student has made, following this example: Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report> **Task Description:** The test taker will select a credible source to support a research task/topic. The **item stem** will pose a question asking the test taker to choose a source that a student could use to support research. 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) 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 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). **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** no lead-in **Stimulus G6.T3.A: No Stimulus** **Stems:** o A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic.

	Choose [**two/three**] credible, or trustworthy, sources that are **most likely** relevant for the topic. • **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow. **Stimulus G6.T3.B : Research Report Plan** **Stems:** o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed to answer the research question. o Choose [**two/three**] credible, or trustworthy, sources that will **most likely** provide the information needed for the report. o The student needs to find credible, or trustworthy, sources with relevant information. Choose [**two/three**] sources that would **most likely** have credible and relevant information for the report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5: **Item Type: Multiple Choice; Multiple Correct Response** **DOK level 2**	**This task model has been deleted.**
Task Model 6 **Item Type: Multiple Choice; Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus G6.T3.D: Student Writing** This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions. **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 relevant sources that a student could use to add information to her/his writing. The **answer choices** will present six to eight options which 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 information concerning the content of the source (e.g., a dictionary that has the meaning of the word "_____," a magazine 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 choices** will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers. **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 good 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 does not contain factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing. **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. **Stimulus G6.T3.D: Student Writing** **Stems:** o Choose [**two/three**] sources that would **most likely** give the student more information for the paragraph from [his/her] report. o Choose [**two/three**] sources that would **most likely** give the student the **most useful** information for the paragraph from [his/her] report. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 7 **Item Type: Hot Text; Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** W-8, WHST-8 **CAT Secondary Standard Alignment:** None **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. **Stimulus: G6.T3.E: Paragraph from a Print Source**

	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. **Task Description:** 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. 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 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 **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.** **Distractors** are the delimited sentences that are not selected and should reflect 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. **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text. **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. **Appropriate Stems:** ● **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: G6.T3.E: Paragraph from a Print Source** **Stem:** 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 question(s) the accuracy of Source 1. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses. • 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. • Please follow the stimulus guidelines. 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 "The student will cite evidence to support arguments, ideas, or analyses" not identify them.
Standards	RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

	W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 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 225 words for the middle 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	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

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	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G6.T4.A: Historical Secondary Source with Argument 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. Stimulus: G6.T4.B: Historical Secondary Source with Critique 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. Stimulus: G6.T4.C: Historical Secondary Source with Analysis 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. Stimulus: G6.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G6.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G6.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G6.T4.G: Student Argumentative Writing 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 are supported by reasons and evidence.

	Task Description: 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. The **answer choices** 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). Order choices from shortest to longest. The **correct answer choice** 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.) **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis or examination of the 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: G6.T4.G: Student Argumentative Writing **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless 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., two short, two long). Order choices from shortest to longest. The **correct answer choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **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, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o 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. o 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found information in additional sources. Choose [**two**/**three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence.

	Task Description: The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a historical secondary source, the delimited text should be a historical primary source document. If the stimulus is a scientific source, 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 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 **correct answer choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is related to the topic, but does not directly relate to 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 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 (scientific stimuli only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact

	from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G6.T4.A: Historical Secondary Source with Argument** 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. **Stimulus: G6.T4.B: Historical Secondary Source with Critique** 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. **Stimulus: G6.T4.C: Historical Secondary Source with Analysis** 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. **Stimulus: G6.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author

	includes an argument about a study or experiment. **Stimulus: G6.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G6.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G6.T4.G: Student Argumentative Writing** 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 are supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information which supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a historical secondary source, the delimited text should be either two historical primary source documents or one historical primary source and an additional historical secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. 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 **correct answer choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis in the stimulus. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** 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 fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited

	text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G6.T4.B only.) **Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **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: G6.T4.A: Historical Secondary Source with Argument,** **Stimulus: G6.T4.B: Historical Secondary Source with Critique,** **Stimulus: G6.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G6.T4.D: Scientific Source with Argument,** **Stimulus: G6.T4.E: Scientific Source with Critique, or** **Stimulus: G6.T4.F: Scientific Source with Analysis** **Stems:** o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) 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: G6.T4.G: Student Argumentative Writing** **Stems:** o The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Model 6 **Item Type: Matching Tables** **DOK Level 2**	**CAT Primary Standard Alignment:** W-1b **CAT Secondary Standard Alignments:** RH-9, RST-9, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus G6.T4.H: Two Informational Sources on the Same Topic**

This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims 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 by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	**Source 1**	**Source 2**	**Both Sources**	**Neither Source**
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **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, or analyses.

Appropriate Stems:

- **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow.
  Stimulus G6.T4.H: Two Informational Sources on the Same Topic, Stimulus G6.T4.I: Two Historical Sources on the Same Topic or Event, or Stimulus G6.T4.J: Two Scientific Sources on the Same Topic
  Stem:

	o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide whether the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points