

<p>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	
<p>Target 2: INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.</p>	
<p>Clarifications</p>	<p>Clarifications for the Item Writers:</p> <ul style="list-style-type: none"> Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion, idea or analysis. 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.
<p>Standards</p>	<p>RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-6 <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p>RI-7 <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p>RI-9 <u>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p>W-8 <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<p>Depth of Knowledge</p>	<p>CAT items will be DOK 2.</p>
<p>Stimuli</p>	<p>Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli are excerpts from research sources. Examples of Claim 4 stimuli in grade 5 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or multiple account 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 correct acknowledgement to the author. 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.,</p>

	Source 1: Diary Entry by _____, a person who saw the event). Be consistent within the item. If a title and author information are 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 150 words for the elementary 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, interpret information from a text source, and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Illustrations that need to be interpreted will need to have a detailed written description in order for it to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<ol style="list-style-type: none"> 1. The student will locate information from a text source to support a central idea or subtopic related to research. 2. The student will interpret information from a text source to support a given purpose related to research tasks.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text Select Text

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G5.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 making inferences and 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 the author’s opinions.</p> <p>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 information from both sources. The answer choices will present four paraphrased notes or inferences related to the subtopic. The answer choices will not be explicit restatements of the information in the sources. They will be paraphrased information or inferences about the information. 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 (e.g., two short, two long). Order the answer choices from shortest to longest. The correct answer choice will correctly paraphrase and integrate information from both sources. Distractors will reflect common student errors. Plausible distractors for this model might include 1) a paraphrased or inferred note that reflects information that is presented in one source, but not both sources, and/or 2) a paraphrased or inferred 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.</p> <p>Target Evidence Statement: The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read both sources and the directions that follow. <p>Stimulus: G5.T2.A: Two Sources on the Same Topic</p>

	<p>Stem:</p> <ul style="list-style-type: none"> ○ The student took notes about information in the sources. Which note correctly combines information from both sources? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G5.T2.C: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will select a sentence from a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to choose a sentence that supports the topic or research question presented in a research report plan stimulus. The answer choices should be sentences that the student found in various sources. 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 (e.g., three short, three long). Order the answer choices from shortest to longest. The correct answer choice should be a sentence that clearly answers the research question. Distractors should reflect common student errors. Plausible distractors for this model might include 1) a sentence that is an interesting fact but does not answer the research question, 2) a sentence that is on topic and contains wording from the stimulus but does not answer the research question, and 3) a sentence that uses wording from the stimulus but is not on topic. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p>

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student made a plan for a research report. Read the plan and the directions that follow. <p>Stimulus: G5.T2.C: Research Report Plan</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ The student found information for the research report. Which piece of information answers the research question? ○ The student found information for the research report. Which piece of information best answers the research question? ○ The student found information for the research report. Which piece of information should the student use in [his/her] report? <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 3 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G5.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 making inferences and 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 the author’s opinions.</p> <p>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 paraphrased notes or inferences related to the subtopic, with no more than two correct responses. The answer choices will not be explicit restatements of the information in the sources. They will be paraphrased information or inferences about the information. 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 (e.g., two short, two long). Order the answer choices from shortest to longest. The correct answer choices will correctly paraphrase or infer information from both sources. Distractors will reflect common student errors. Plausible distractors for this model might include 1) a paraphrased or inferred note that reflects information</p>

	<p>that is presented in one source, but not both sources, and/or 2) a paraphrased or inferred note that is a misinterpretation of the information in one or both sources.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read both sources and the directions that follow. Stimulus: G5.T2.A: Two Sources on the Same Topic Stems: <ul style="list-style-type: none"> ○ The student took notes about information in the sources. Choose two notes that correctly combine information from both sources. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G5.T2.C: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Research Report Plan Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will locate sentences from a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to choose sentences that support the topic or research question presented in a research report plan stimulus. The answer choices should be six to eight sentences that the student found in various sources. 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</p>

	<p>in length, or that a balance of length is used (e.g., three short, three long). Order the answer choices from shortest to longest. The correct answer choices should be sentences that clearly answer the research question. Regardless of the number of answer options, the correct responses must equal less than half of the total answer options.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include 1) a sentence that is an interesting fact but does not answer the research question, 2) a sentence that is on topic and contains wording from the stimulus but does not answer the research question, and (3) a sentence that uses wording from the stimulus but is not on topic.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or subtopic related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student made a plan for a research report. Read the plan and the directions that follow. Stimulus: G5.T2.C: Research Report Plan Stems: <ul style="list-style-type: none"> ○ The student found information for the research report. Choose [two/three] pieces of information that answer the research question. ○ The student found information for the research report. Choose [two/three] pieces of information that best answer the research question. ○ The student found information for the research report. Choose [two/three] pieces of information that the student should use in [his/her] report. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-9</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G5.T2.B : No Stimulus</p> <p>Task Description: The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to click on a sentence, or two sentences, that support(s) a central idea or subtopic presented in the stem.</p>

The **delimited text** should be a paragraph from one or more sources. Avoid paragraphs that show an author’s opinion. Also avoid using transitional sentences that might be selected. There should be a total of six to eight pieces of text that are delimited; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The types of delimited text that are allowable for this model are informational text(s) from one or two sources.

The **correct answer choice(s)** should be one or two sentences that clearly support the central idea/key detail/subtopic/purpose. **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 four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include 1) a sentence that is an interesting fact but does not support the central idea/key detail/subtopic/purpose, and/or 2) a sentence that is on topic and contains wording from the stimulus but does not support the central idea/key detail/subtopic/purpose.

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 locate information from a text source to support a central idea or subtopic related to research.

Appropriate Stems:

- **Lead-in:** none
Stimulus: G5.T2.B: No Stimulus
Stems:
 - A student is writing a research report about <topic or central idea>. The student found a source. Read the source. Click on **[one/two]** sentence(s) that [has/have] information for the report.
 - A student is writing a research report about <topic>. The student found two sources. Read both sources. Click on **one** sentence from **each** source that has information for the report.
 - A student is writing a research report about <topic>. The student found a source. Read the source. Click on **[one/two]** sentence(s) that [has/have] information that the student can use in a paragraph about <subtopic>.

Rubric/ Scoring Rules:
Correct response: 1 point; Incorrect response: 0 points

Task Model 6

Item Type: Hot Text,
Select Text

DOK Level 2

CAT Primary Standard Alignment: W-8

CAT Secondary Standard Alignment: RI-1, RI-7, RI-9, W-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: G5.T2.C: 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 locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The **item stem** will ask the test taker to click on a sentence, or two sentences, that support(s) a topic or research question presented in a research report plan stimulus.

The **delimited text** should be a paragraph from one or more sources. Avoid paragraphs that show an author's opinion. Also avoid using transitional sentences that might be selected. There should be six to eight pieces of text that are delimited; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The types of delimited text that are allowable for this model are informational text from one or two sources. The **correct answer choice(s)** should be one or two sentences that clearly answer(s) the research question. **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 four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include 1) a sentence that is an interesting fact but does not answer the research question, 2) a sentence that is on topic and contains wording from the stimulus but does not answer the research question, and 3) a sentence that uses wording from the stimulus but is not on topic.

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 locate information from a text source to support a central idea or subtopic related to research.

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student made a plan for a research report. Read the plan and the directions that follow. Stimulus: G5.T2.C: Research Report Plan Stems: <ul style="list-style-type: none"> ○ The student found a source for the research report. Read the source. Click on [one/two] sentence(s) that answer(s) the research question. ○ The student found a source for the research report. Read the source. Click on [one/two] sentence(s) that best answer(s) the research question. ○ The student found two sources for the research report. Read both sources. Click on one sentence from each source that answers the research question. ○ The student found two sources for the research report. Read both sources. Click on one sentence from each source that best answers the research question. ○ The student found information for the research report. Click on [one/two] piece(s) of information that the student should use in [his/her] report. ○ The student found two sources for the research report. Read both sources. Click on one sentence from each source that the student can use in [his/her] report. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 7 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-6, RI-7, RI-9, W-9</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G5.T2.D: Source That Has an Account This stimulus should be one source that is an account of the same event or topic as the delimited text.</p> <p>Task Description: The test taker will locate sentences in a source to support central ideas/subtopics or select information for a given purpose. The item stem will ask the test taker to click on one or two sentences that show how the second source (delimited text) has a different point of view from the first source in the stimulus. The delimited text should be a paragraph from a source that is a different account of the same event or topic as the stimulus. Avoid paragraphs that show an author’s opinion. Also avoid using transitional sentences that might be</p>

selected. There should be six to eight pieces of text that are delimited; 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)** has/have information that has/have a different point of view from the information in the sentence. **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 four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include (1) a sentence that is an interesting fact but does not have a different point of view as the stimulus account, and/or (2) a sentence that is on topic and contains wording from the stimulus but does not have a different point of view from the stimulus account.

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 locate information from a text source to support a central idea or subtopic related to research.

Appropriate Stems:

- **Lead-in:** A student is writing a research report about [topic]. Read Source 1 and the directions that follow.

Stimulus: G5.T2.D: Source That Has an Account

Stem:

- The student found another source. Read Source 2. Click on [one/two] sentence(s) that [has/have] information with a different point of view from the information in Source 1.

Rubric/ Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points