

<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 6a: WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p><b>Target 6b: REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	
<p><b>Clarifications</b></p>	<p><b>Target 6a</b></p> <ul style="list-style-type: none"> <li>• Items for this target must have a setup that establishes audience, purpose (argument), and context/task.</li> <li>• No item stems should promote formulaic writing.</li> <li>• Style should be appropriate for audience, purpose, and task.</li> <li>• Organization items focus on the student’s ability to <b>compose</b> a brief text (one-to-three paragraphs) by providing a claim (and counterclaim when appropriate) supporting evidence, transitions to connect reasons to opinions, and conclusions appropriate for an argument.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>compose</b> a brief text (one to three paragraphs) for a specific purpose by providing supporting reasons to support claims that are appropriate for an argumentative text.</li> <li>• Evidence includes data (survey, statistics or other study results, etc.), and/or research information (“experts say,” “research shows,” “a recent study from ____ shows,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.</li> <li>• 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: <i>The student has taken the following notes from a credible source:</i></li> </ul> <p><b>Target 6b</b></p> <ul style="list-style-type: none"> <li>• <b>Note:</b> This target asks students to revise, <i>not</i> edit, which is Target 9.</li> <li>• <b>Note:</b> Items for this target focus on revision <b>at the sentence or paragraph level</b>, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8.</li> <li>• No item stems should promote formulaic writing.</li> <li>• Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem.</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b><u>underlined</u> or otherwise</b></li> </ul>

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	<p><b>specified</b> 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.</p> <ul style="list-style-type: none"> <li>• Organization items focus on the student’s ability to <b>revise</b> a brief text by providing claim and supporting reasons, transitions to connect reasons to claims, and conclusions appropriate for an argument.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>revise</b> a brief text by identifying evidence to support claims/counterclaims.</li> <li>• Evidence includes data (survey, statistics or other study results, etc.), and/or research information (“experts say,” “research shows,” “a recent study from ____ shows,” etc.). Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence.</li> <li>•</li> </ul>
<p><b>Standards</b></p>	<p><b>Target 6a</b></p> <p><b>W-1a.</b> <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u></p> <p><b>W1b.</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p><b>W1c.</b> <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p><b>W1d.</b> Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W1e.</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>W- 8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 6b</b></p> <p><b>W-1a.</b> <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u></p>

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	<p><b>W-1b.</b> Develop claim(s) and counterclaims fairly and thoroughly, <u>supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p><b>W-1c.</b> Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>W-1d.</b> Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W-1e.</b> Provide a <u>concluding statement or section that follows from and supports the argument presented.</u></p>
<p><b>Depth of Knowledge</b></p>	<p><b>Target 6a</b> DOK 3</p> <p><b>Target 6b</b> DOK 2</p>
<p><b>Stimuli/Passages</b></p>	<ul style="list-style-type: none"> <li>• Stimuli for this target will be brief argumentative texts (one to three paragraphs, ranging between 250 and 300 words, excluding student notes, which should range between 90 and 100 words in length).</li> <li>• <b>Note:</b> 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 in argument.</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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. (<b>Note:</b> 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.)</li> <li>• 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.)</li> <li>• The stimulus should be written as if it were part of a larger piece of writing.</li> <li>• For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.</li> <li>• Stimuli should reflect a variety of argument forms such as essay, editorial (not letter to editor), etc.</li> </ul>

- For 6a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar 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.
  - 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.
  - 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. Therefore, not all the notes will be applicable to the task.
  - 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 11 argumentative item with student notes:**

A student is writing a letter to the school board about its plan to require electronic identification tags. Read the beginning of the letter and complete the task that follows.

I am writing in support of the school board’s plan to require students at my school to wear electronic identification tags (EIDs) that will allow the administration to track the location of all students....[introductory paragraph continues]

Some contend that requiring students to wear EIDs constitutes a warrantless search and so runs afoul of the fourth Amendment.

The student has taken the following notes from credible sources:

NOTES
<ul style="list-style-type: none"> <li>- Constitution – 4<sup>th</sup> Amendment: “...right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, but upon probable cause...”</li> <li>- Supreme Ct: US v Jones limited GPS/global positioning tracking even with warrant, -2012.</li> <li>- [in schools] maintaining order more important than 4<sup>th</sup> Amendment if “reasonable suspicion”- US Supreme Ct in NJ v T.L.O 1985</li> <li>- 4<sup>th</sup> Amendment tested in 1996 - Vernonia SD 47J v Aton. Student athletes must agree to random drug test</li> <li>- Texas district \$500,000+ to install EID (not include maintain)</li> <li>- Companies selling biometrics systems say               <ul style="list-style-type: none"> <li>• students’ information encoded/encrypted on IDs</li> <li>• “difficult” to “hack” ≠impossible</li> </ul> </li> </ul>

- The 4<sup>th</sup> Amendment cannot be reworded, but the court cases are presented in true note form. These cases *could* (but don’t have to) be used to *rebut* the opposing point of view, a more sophisticated form of “addressing the opposition” (for example, a 7<sup>th</sup>-grade student might merely acknowledge that there *is* another point of view).

- Other notes *could* be selected and integrated (but not cut-&-pasted/listed). Regardless, because many of the notes represent the counter argument, the writer must elaborate on them to address/rebut them.

-word count of notes = 113

The writer wants to acknowledge a counterclaim to the argument introduced in the first paragraph. Using the student’s notes, complete the second paragraph by writing the counterargument, beginning with the underlined sentence.

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<p><b>Accessibility Concerns</b></p>	<p>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.</p>
<p><b>Evidence Required</b></p>	<p><b>Target 6a Write Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> arguments by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a precise claim and context for argument</li> <li>b. organizing reasons and evidence to support claims, so as to build a logical argument</li> <li>c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence</li> <li>d. using appropriate vocabulary for argument</li> <li>e. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> or <b>elaborate</b> on a designated part of an argumentative text by             <ol style="list-style-type: none"> <li>a. referencing and/or integrating relevant and credible evidence to support claims/counterclaims</li> <li>b. acknowledging alternate or opposing claims</li> <li>c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> </ol> </li> </ol> <p><b>Target 6b Revise Brief Texts</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will <b>revise</b> arguments by <b>identifying</b> improved organizational elements such as             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a precise claim and context for argument</li> <li>b. organizing reasons and evidence to support claim, building a logical argument*</li> <li>c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence</li> <li>d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will <b>revise</b> arguments by <b>identifying</b> the best use of elaboration techniques such as             <ol style="list-style-type: none"> <li>a. referencing and/or integrating relevant and credible evidence to support claims/counterclaims</li> <li>b. acknowledging alternate or opposing claims</li> <li>c. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose</li> <li>d. deleting details that do not support the claim*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p>

## English Language Arts Specification: High School Claim 2 Targets 6a and 6b

<b>Allowable Item Types</b>	<b>Target 6a:</b> Written Response <b>Target 6b:</b> Multiple Choice, single-correct response; Multiple Choice, multiple correct response; Hot Text, selected response; Hot Text, reorder text.
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**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 grade level and content appropriate, 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 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.

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 250 and 300 words, excluding student notes, which should range between 90 and 100 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 to three 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:**

**1. (Organization)** The student will use information provided in a stimulus to **organize** arguments by

- providing an opening that establishes a precise 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, counterclaims, reasons, and evidence
- 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

	<p>effective conclusion.)</p> <p><b>2. (Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> or <b>elaborate</b> on a section of an argumentative text by</p> <ul style="list-style-type: none"> <li>referencing and/or integrating relevant and credible evidence (from notes provided) to support claims/counterclaims</li> <li>acknowledging alternate or opposing claims</li> <li>establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> </ul> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b></p> <p>A student is writing [editorial, critical review, argumentative essay, etc.] for the [teacher, principal, school board, political/legislative body, literary publication, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>Write an introduction* to the [argumentative essay, editorial, etc.] that establishes and introduces a clear and precise claim [and/ or sets the context/ provides background for, and/or acknowledges/addresses a counterclaim] about _____.</li> <li>This [essay, editorial, etc.] is missing an effective conclusion.* Write a conclusion that follows from and supports the argument.</li> </ul> <p>*Be sure the stimulus clearly needs an introduction/conclusion.</p> <p><b>(Elaboration)</b></p> <p>A student is writing [editorial, critical review, etc.] for the [teacher, principal, school board, political/legislative body, literary publication, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert text] 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.</p> <ul style="list-style-type: none"> <li>The student needs to add more support for the claim in the [essay, article, etc.]. Add relevant evidence (facts, statistics, examples, etc. depending on content of student notes) from student notes that would support/develop the <u>claim/reason/counterclaim(s)</u> [in/at the end of, etc. paragraph #]. <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This can be by underlining a <u>section</u> and indicating, for example, “[the underlined <u>part</u>] between paragraphs 1 and 2;” or “after [the underlined <u>section</u>] at the end of paragraph 3;” or by asking students to complete a paragraph that has been started for them.</li> <li>A student has written the introductory paragraph* [and the first body paragraph (or two)] of an argumentative essay that establishes and introduces a clear claim about _____. Use the student notes to add evidence to support and further develop the underlined supporting <u>claim/reason</u> [and/or addresses the <u>counterclaim</u>].</li> </ul>
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	<ul style="list-style-type: none"> <li>Using the student’s notes, write [one or two] paragraph(s) to be added [designate spot by underlining or otherwise specifying] by stating and then arguing against the opposing point of view.</li> </ul> <p>*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.</p> <p><b>Rubric/ Scoring Rules:</b> 2, 1, 0 Points: the rubric needs to be item-specific for organization and elaboration brief writes. <b>Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration</b></p> <p><b>Organization—Introduction</b></p> <p><b>2 points</b> The response</p> <ul style="list-style-type: none"> <li>establishes an adequate claim that articulates the argument(s) presented in the body of writing as a whole</li> <li>provides adequate information to frame the argument to put the claim into context</li> <li>does more than list arguments to support claim—not formulaic</li> <li>provides a logical connection to the body paragraph</li> </ul> <p><b>1 point</b> The response</p> <ul style="list-style-type: none"> <li>provides a partial or limited claim</li> <li>provides a claim that partially reflects the argument(s) presented in the body of writing as a whole</li> <li>provides limited and/or extraneous information to frame the argument to put the claim into context</li> <li>may list arguments—formulaic</li> <li>provides a limited and/or awkward connection to the body paragraph</li> </ul> <p><b>0 points</b> The response</p> <ul style="list-style-type: none"> <li>provides no claim or provides a claim that is not appropriate for the body of writing as a whole</li> <li>provides irrelevant or no information to frame the argument to put the claim into context</li> <li>provides no connection to the body paragraph</li> </ul> <p><b>Organization—Conclusion</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>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)</li> <li>does more than restate or summarize the arguments—not formulaic</li> </ul>
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	<ul style="list-style-type: none"> <li>provides adequate connections and/or progression of ideas to contribute to coherence</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>provides a limited conclusion that is partially related to the claim presented in the body of writing as a whole</li> <li>lists, restates, or summarizes the arguments—formulaic</li> <li>provides an awkward or partial connection and/or limited progression of ideas</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>provides no conclusion or a conclusion that is minimally related to the claim and the body of writing as a whole</li> <li>may restate random and/or incorrect arguments or just restate the claim</li> <li>provides no connection or progression of ideas</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>develops adequate supporting arguments and/or relevant evidence based on the student notes</li> <li>does more than list supporting arguments</li> <li>develops adequate counterargument(s)</li> <li>adequately elaborates arguments using precise words/language</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>provides mostly general and/or limited supporting arguments/evidence, which may be extraneous or loosely related</li> <li>lists supporting arguments with limited elaboration/evidence</li> <li>partially develops counterargument(s)</li> <li>partially elaborates arguments using general words/language</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>provides minimal or no supporting arguments and/or evidence from the student notes</li> <li>provides supporting arguments and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text</li> <li>does not develop counterargument(s)</li> <li>provides no appropriate elaboration and/or may use poor word choice for audience and purpose</li> </ul>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single-correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (argument), and context/task.</p> <p><b>Stimulus:</b> 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 be a model of good writing. Text should reflect a variety of argumentative forms (essay, editorials, etc.). <b>Note:</b> 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 250 words.</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <u>underlined</u> or otherwise specified aspect of the text’s evidence/elaboration or organization. <b>Answer choices</b> will present four options. The <b>correct answer</b> will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. . (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will <b>revise</b> arguments by <b>identifying</b> improved organizational elements such as             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a precise claim and context for the argument</li> <li>b. organizing reasons and evidence to support claim, building a logical argument*</li> <li>c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence</li> <li>d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will <b>revise</b> arguments by <b>identifying</b> best use of elaboration techniques such as             <ol style="list-style-type: none"> <li>a. referencing and/or integrating relevant and credible evidence to support claims</li> <li>b. acknowledging alternate or opposing viewpoints</li> <li>c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> <li>d. deleting details that do not support the claim*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p>

**(Organization)**

A student is writing [editorial, critical review, etc.] for the [teacher, principal, school board, political/legislative body, literary publication, etc.] about \_\_\_\_\_. The student wants to revise the draft to improve the organization. Read the draft of the \_\_\_\_\_ and complete the task that follows. [Insert text]

- [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 editorial, essay, article, etc.] does not state a clear claim [or does not reference the counterclaim, if appropriate]. Choose the sentence(s) that best replaces the underlined sentence(s).
- [Embed argument stimulus with a missing conclusion for either the essay/editorial or missing a concluding sentence for the introductory or some other specified paragraph] Choose the sentence(s) that **best** conclude(s) [the essay or the introductory (or other) specified paragraph]
- [Embed argumentative stimulus with a stimulus that fails to acknowledge the counterclaim] Choose the sentence(s) that best acknowledge the opposing point of view [or counterclaim] and should be added to [designate underlined section or paragraph #].
- [Embed argument stimulus with an underlined inappropriate/ ineffective concluding sentence] Revise the draft of the student’s essay about \_\_\_\_\_. 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].
- Choose the transition sentence that would move readers smoothly from [underlined] claim to [underlined] counterclaim (or between reasons/evidence, etc. – revision must be at sentence level, not word/phrase level].

**(Elaboration)**

A student is writing [editorial, critical review, etc.] for the [teacher, principal, school board, political/legislative body, literary publication, 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 text]

- Revise the student’s paragraph(s) about \_\_\_\_\_ by choosing the sentence that adds the **strongest** (or **most effective, powerful,** etc.) evidence to strengthen [or support] the underlined claim. **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.
- Choose the sentence(s) that should be added to clarify the [underlined] evidence in the [designated paragraph, underlined section, etc.].
- Choose the sentence(s) [or paragraph] that should replace [the

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	<p>underlined <u>text</u>] because it is more appropriate for [or to strengthen] the writer's argumentative purpose [or for the stated audience].</p> <ul style="list-style-type: none"><li>• Which sentence should be added after [underlined <u>sentence #</u>] to <b>most</b> effectively counter [or address] the opposing viewpoint? [or Which sentence should the writer add [give location] to <b>most</b> effectively weaken the counterclaim?]</li><li>• Select the sentences [or paragraph] that would <b>best</b> address the <u>counterclaim</u> without weakening the writer's argument.</li></ul> <p><b>Scoring Rules:</b> Correct = 1 point, other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (argument), and context/task.</p> <p><b>Stimulus:</b> 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.). <b>Note:</b> 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 250 words.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to revise the text to improve some specified <u>underlined</u> aspect of the text’s development or organization. <b>Answer choices</b> for multiple correct response items should present 5 to 7 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  [Note: There are no Organization items for this task model.]</p> <p><b>(Elaboration)</b> The student will <b>revise</b> arguments by <b>identifying</b> best use of elaboration techniques such as</p> <ol style="list-style-type: none"> <li>a. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims</li> <li>b. acknowledging alternate or opposing viewpoints</li> <li>c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> <li>d. deleting details that do not support the claim*</li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing [editorial, critical review, etc.] for the [teacher, principal, school board, political/legislative body, literary publication, 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 text]</p> <ul style="list-style-type: none"> <li>• Revise the student’s paragraphs about ____ by choosing the <b>two</b> sentences that give the <b>best [strongest, etc.]</b> evidence to [improve, clarify, or support] <u>the underlined claim [or counter-claim]</u>. <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This</li> </ul>

	<p>can be by underlining a <u>section</u> and indicating, for example, “[the underlined <u>part</u>] between paragraphs 1 and 2,” or “after [the underlined <u>section</u>] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Read a student’s draft of a letter to [the mayor] about [issue]. The student wants to replace the <b>two</b> underlined <u>sentences</u> [embed sentences that are 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 <b>two most</b> appropriate sentences. <b>Note:</b> Students choose two answer choices to support two underlined <u>claims, reasons, sentences</u>, etc.</li> <li>• Choose the <b>two or three</b> sentences that would <b>most</b> effectively address the [underlined] counterclaim or opposing viewpoint. <b>Note:</b> Students choose two answer choices to support one underlined <u>counter claims</u>.</li> </ul> <p><b>Note for all of the stems in this task model:</b> At this grade level, items can ask students to choose <b>two</b> answer choices to support <b>one</b> <u>underlined</u> 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.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 4</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (informational/explanatory), and context/task.</p> <p><b>Stimulus:</b> 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.). <b>Note:</b> 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 250 words.</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be five to seven possible correct answers, and each possible answer should be <u>underlined</u>.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b></p> <p><b>1. (Organization)</b> The student will <b>revise</b> arguments by <b>identifying</b> improved organizational elements such as</p> <ul style="list-style-type: none"> <li>a. providing an opening that establishes a precise claim and context for the argument</li> <li>b. organizing reasons and evidence to support claim, building a logical argument*</li> <li>c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence</li> <li>d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)</li> </ul> <p><b>2. (Elaboration)</b> The student will <b>revise</b> arguments by <b>identifying</b> best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>a. referencing and/or integrating relevant and credible evidence (from notes provided) to support claims</li> <li>b. acknowledging alternate or opposing viewpoints</li> <li>c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> <li>d. deleting details that do not support the claim*</li> </ul> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> All stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>  A student is writing [editorial, critical review, etc.] for the [teacher, principal,</p>

school board, political/legislative body, literary publication, etc.] about \_\_\_\_\_. 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 5-6 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.] [or for a designated paragraph. Can be “not the best transition to .....”]. Click on one sentence in the [paragraph, etc.] that would be the **best** introduction [or sentence to transition between...] for this [opinion letter, article, 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 introduction for the [essay, article, etc.] [or best conclusion for a designated section or paragraph within the essay, etc.]. Click on one sentence in the [paragraph, etc.] that would be the best conclusion for this argument [or section].
- [Insert **one or two** underlined transition word/phrase pairs embedded in text such as consequently/moreover; notwithstanding/accordingly; as a consequence/of equal importance – correct word must be clearly better than wrong answer and show logical relationships between supports and/or reasons/evidence, etc.]. 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)**

A student is writing [editorial, critical review, etc.] for the [teacher, principal, school board, political/legislative body, literary publication, 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 text] **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.

- [Embed paragraph with one, two, or three sentence(s) (or underlined sections) that is/are irrelevant or do/does not support the claim] Click on the [**one, two, or three**] sentence(s) [or reason(s)] that need(s) more evidence [facts, examples, etc.] [in paragraph # or other designated place] to support the underlined claim [or counterclaim or reason]. **Note:** Verifiable evidence must clearly be lacking.
- Click on the [**one or two**] sentence(s) [or reason(s)] that need(s) more explanation to elaborate (or explain) how the evidence [or reason, etc.] connects to the underlined claim. **Note:** Evidence must clearly need further explanation.
- Click on [**one or two or three**] sentences in [paragraph # or other designated place] that is/are **not** relevant to the student’s argument [or that support the counterclaim] and so should be deleted.
- Click on the [**one or two**] sentence(s) in [paragraph # or other designated place] that should be deleted because it/they does (do) **not** support the

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	<p>[<u>underlined</u>] claim [or does (do )not address the counterclaim, etc.].</p> <p><b>Scoring Rules:</b> All correct = 1 point, other = 0 points.</p>
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