

English Language Arts Performance Task Specification: Grade 11 Argumentative Writing

<p>Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	
<p>Claim 4</p> <p>Target 2, ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p> <p>Target 3, EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.</p> <p>Target 4, USE EVIDENCE: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</p>	
<p>Claim 2</p> <p>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.</p>	
<p>Clarifications</p>	<ul style="list-style-type: none"> • 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 and address the counterclaim, 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 among texts for research purposes, analyzing information for appropriateness for task, purpose, and audience, paraphrasing for the purpose of integrating information while avoiding plagiarism. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support analyses, arguments, ideas, hypotheses, or conjectures. • 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 (RQ) can be used across PTs.

<p>Standards</p>	<p>Claim 4 Target 2</p> <p>ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. Gr. 11–12 Standards: RI-1, RI-7; RH-1, RH-2, RH-3, RH-7, RH-8, RH-9; RST-1, RST-2, RST-3, RST-7, RST-8, RST-9; SL-2; W-8, W-9; WHST-8, WHST-9 (PT: DOK 3 for machine-scored items; DOK 4 for short-text items)</p> <p>11.RI-1 <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p>11.RI-7 <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p>11.RH-1, 2, 3; RST-1, 2, 3 (as appropriate to research task or topic)</p> <p>11.RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p> <p>11.RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p> <p>11.RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u></p> <p>11.RST-2 <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</u></p> <p>11.RH-3 <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u></p> <p>11.RST-3 <u>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</u></p> <p>11.RH-7 <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u></p> <p>11.RST-7 <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u></p> <p>11.RH-8 <u>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p>11.RST-8 <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the</u></p>
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	<p>data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>11.RH-9 <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u></p> <p>11.RST-9 <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u></p> <p>11.SL-2 <u>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u></p> <p>11.W-8, WHST-8 <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u></p> <p>11.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>11.WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p> <p>Claim 4 Target 3</p> <p>EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources. Gr. 11–12 Standards: W-8, WHST-8; (PT: DOK 3 for machine-scored items; DOK 4 for short-text items)</p> <p>11.W-8, WHST-8 <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; 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>
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	<p>Claim 4 Target 4</p> <p>USE EVIDENCE: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures. Gr. 11–12 Standards: 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 for machine-scored items; DOK 4 for short-text items)</p> <p>11.RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p> <p>11.RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p> <p>11.RH-7 <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u></p> <p>11.RST-7 <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u></p> <p>11.RH-8 <u>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p>11.RST-8 <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p> <p>11.RH-9 <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u></p> <p>11.RST-9 <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u></p> <p>11.W-1b <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>11.W-8, WHST-8 <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; 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>11.W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>11.WHST-9 <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>
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	<p><u>Claim 2 Target 7</u></p> <p>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.</p> <p>Gr. 11–12 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)</p> <p>11.W-1, WHST-1</p> <p>a. <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. <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>c. <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>d. <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>11.W-4, WHST-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p>11.W-5, WHST-5 <u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</u></p> <p>11.W-8, WHST-8 <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; 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>11.W-9, WHST-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
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<p>DOK/Difficulty Levels</p>	<p>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.</p>
<p>Stimuli/Passages</p>	<p>Informational and literary nonfiction texts: Includes the subgenres of articles, essays, memoirs, speeches, interviews, primary and secondary accounts, how-to articles, and functional reading.</p> <ul style="list-style-type: none"> • 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 (four or five for Grade 11) should have some references/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 argue, but should be able to choose the side they are supporting. • The set of sources should be evenly balanced so that one perspective or position is not privileged; the set of sources should allow for students to take either position successfully and support counterclaims. • 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. <p>Literary fiction texts: Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics.</p> <ul style="list-style-type: none"> • 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 4-5 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.

	<p>Visual/graphic sources: Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork.</p> <ul style="list-style-type: none"> • 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 (five for Grade 11), one source may be a visual/graphic source in itself.
<p>Stimuli/Text Complexity</p>	<p>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).</p>
<p>Key Vocabulary</p>	<p>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 <i>Smarter Balanced Assessment Consortium: Style Guide</i>.)</p>
<p>Accessibility Concerns</p>	<p>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 <i>Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines</i> for information on accessibility concerns.</p>

<p>Evidence Required</p>	<p>Claim 4 <u>Target 2</u></p> <ol style="list-style-type: none"> 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. <p><u>Target 3</u></p> <ol style="list-style-type: none"> 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. <p><u>Target 4</u></p> <ol style="list-style-type: none"> 1. The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures. <p>Claim 2 <u>Target 7</u></p> <ol style="list-style-type: none"> 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.
<p>Allowable Item Types</p>	<p>2 short text items, 1 machine-scored item, and an argumentative full write. Machine-scored item types:</p> <ul style="list-style-type: none"> • Multiple Choice, Single-correct Response • Multiple Choice, Multiple-correct Response • Hot Text, Select Text • Matching Tables
<p>Allowable Tools</p>	<p>Word processing tools including spell check</p>

Task Models	
Classroom Activity	<p>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.</p>
Performance Task	<p>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.</p> <p>Sample Setup #1: "As part of your initial research you have uncovered the following four sources.</p> <p>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."</p> <p>Sample Setup #2: "As part of your initial research you have found four sources about financial literacy classes.</p> <p>After you have reviewed these sources, you will 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."</p> <p>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.</p> <p>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.</p> <p>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. Students should acknowledge and/or address alternate or opposing claims/counterarguments when developing their full write. The students will address a specific audience and purpose in each full write.</p>

	<p>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).</p>
<p>Task Model 1 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 2:</p> <ol style="list-style-type: none"> 1. The student will analyze information within and among multiple sources of information. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Explain how the [image/table/map] in Source #1 [supplements/contradicts] the information provided in two of the other 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. ○ 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. ○ Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader’s understanding of the <problem>. Give two [details/examples] from Source #2 to support your explanation. ○ Explain how <problem> could affect <problem>. Provide two [details/example] from two different sources to support your explanation. Identify the source of each [detail/example] by title or number. ○ The sources discuss <fact/idea> and <fact/idea>. Explain how the two [facts/ideas] are connected. Use one [detail/example] from Source #1 and one [detail/example] from Source #2 to support your explanation. For each [detail/example] identify the source by title or number.

Rubric Task Model 1a:	
Score Point	Description
2	Response provides an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supplements/contradicts] the information in two other sources supported by one piece of evidence from each of the two other sources. Student cites the source for each piece of evidence.
1	<p>Response provides a limited evidence-based explanation of how the [images/tables/maps] in Source #1 [supplements/contradicts] the information in two other sources supported by one piece of vague or loosely related evidence from each of the two other sources. Student cites the source for each piece of evidence.</p> <p>OR</p> <p>Response provides an adequate evidence-based explanation of how the [images/tables/maps] in Source #1 [supplements/contradicts] the information in two other sources by citing two pieces of evidence from one source. Student cites the source.</p> <p>OR</p> <p>Response provides an adequate evidence-based based explanation of how the [images/tables/maps] in Source #1 [supplements/contradicts] the information in two other sources by citing one piece of evidence from one source. Student cites the source.</p> <p>OR</p> <p>Response provides an adequate evidence-based based explanation of how the [images/tables/maps] in Source #1 [supplements/contradicts] the information in two other sources by citing one piece of evidence from each of the two other sources. Student cites the source for each piece of evidence.</p>
0	The response is incorrect, insufficient, or irrelevant for this question.
Scoring Note: Score point 1 encompasses partially correct responses.	

Task Model 1b:

Score Point	Description
2	Response is an identification and 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 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 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 <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 <problem> 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 <problem> 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.

Task Model 1d:	
Score Point	Description
2	Response is an adequate evidence-based explanation of how <problem> could affect <problem> supported by two [details/examples] from different sources (one from each source). Student cites the source for each [detail/example].
1	<p>Response is a limited/partial evidence-based explanation of how <problem> could affect <problem> supported by two vague or loosely related [details/examples] from different sources (one from each source). Student cites the source for each [detail/example].</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of how <problem> could affect <problem> supported by two [details/examples] from one source. Student cites the source.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of how <problem> could affect <problem> supported by one [detail/example] from one source. Student cites the source.</p> <p>OR</p> <p>Response is an adequate evidence-based explanation of how <problem> could affect <problem> supported by two [details/examples] from different sources (one from each source). Student does not cite the source for each [detail/example].</p>
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

	<p>Task Model 1e:</p> <table border="1" data-bbox="511 281 1448 1066"> <thead> <tr> <th data-bbox="511 281 683 310">Score Point</th> <th data-bbox="683 281 1448 310">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 310 683 436">2</td> <td data-bbox="683 310 1448 436">Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one [detail/example] from each of the two specified sources. Student cites the source for each [detail/example].</td> </tr> <tr> <td data-bbox="511 436 683 1003">1</td> <td data-bbox="683 436 1448 1003"> Response is a limited/partial evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by one vague or loosely related [detail/example] from each of the two sources. Student cites the source for each [detail/example]. OR Response is an adequate evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by two [details/examples] from one source. Student cites the source for the [detail/example]. OR Response is an adequate evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by one [detail/example] from one source. Student cites the source for the [detail/example]. OR Response is an adequate evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by one [detail/example] from each of the two sources. Student does not cite the source for each [detail/example]. </td> </tr> <tr> <td data-bbox="511 1003 683 1066">0</td> <td data-bbox="683 1003 1448 1066">Response is an explanation that is insufficient, incorrect or irrelevant.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	Score Point	Description	2	Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one [detail/example] from each of the two specified sources. Student cites the source for each [detail/example].	1	Response is a limited/partial evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by one vague or loosely related [detail/example] from each of the two sources. Student cites the source for each [detail/example]. OR Response is an adequate evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by two [details/examples] from one source. Student cites the source for the [detail/example]. OR Response is an adequate evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by one [detail/example] from one source. Student cites the source for the [detail/example]. OR Response is an adequate evidence-based explanation of how two <fact/idea> and <fact/idea> are connected supported by one [detail/example] from each of the two sources. Student does not cite the source for each [detail/example].	0	Response is an explanation that is insufficient, incorrect or irrelevant.
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0	Response is an explanation that is insufficient, incorrect or irrelevant.								
<p>Task Model 2 Item Type: Hot Text, Select Text DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 2:</p> <ol style="list-style-type: none"> The student will analyze information within and among multiple sources of information. <p>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 provided in the performance task. There should be at least six sentences that are delimited; however, regardless of the number of answer options and correct responses, no more than half of the choices should be correct responses. 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 are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) a sentence that is on topic but does not present contradicting information from the claim/supporting 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/contradicting information. Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.</p>								

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: G11.T2. Excerpt from one of the Sources Stems: <ul style="list-style-type: none"> ○ Source #1 [makes the claim/states the idea]. Click on [one/two/three] of the sentences in the excerpt from Source #3 below that [support/contradict] that [claim/idea]. ○ Source #1 says <quote>. Click on [one/two/three] of the sentences in Source #2 below that [support/contradict] this [idea/claim]. • Clarifications: The stem should appear above the excerpt, not after it.
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<p>Task Model 3 Item Type: Short Text DOK Level 4</p>	<p>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.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ 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 [supports/refutes] information from Source #2 by paraphrasing the content. Identify the sources by title or number. <p>Rubric Task Model 3a:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">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 number or title.</td> </tr> <tr> <td style="text-align: center;">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 number or title. OR Response provides an adequate evidence-based explanation of what only one of the specified sources say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by number or title. 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 number or title.</td> </tr> <tr> <td style="text-align: center;">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> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>		Description	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 number or title.	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 number or title. OR Response provides an adequate evidence-based explanation of what only one of the specified sources say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by number or title. 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 number or title.	0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.
	Description								
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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 number or title. OR Response provides an adequate evidence-based explanation of what only one of the specified sources say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by number or title. 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 number or title.								
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.								

	<p>Task Model 3b:</p> <table border="1" data-bbox="511 279 1446 766"> <thead> <tr> <th data-bbox="511 279 634 310">Score</th> <th data-bbox="634 279 1446 310">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 310 634 432">2</td> <td data-bbox="634 310 1446 432">Response provides an adequate evidence-based explanation of how the information from Source #1 <supports/refutes> information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by number or title.</td> </tr> <tr> <td data-bbox="511 432 634 703">1</td> <td data-bbox="634 432 1446 703">Response provides a limited/partial evidence-based explanation of how the information from Source #1 <supports/refutes> information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by number or title. OR Response provides an adequate evidence-based explanation of how the information from Source #1 <supports/refutes> information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by number or title.</td> </tr> <tr> <td data-bbox="511 703 634 766">0</td> <td data-bbox="634 703 1446 766">The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	Score	Description	2	Response provides an adequate evidence-based explanation of how the information from Source #1 <supports/refutes> information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by number or title.	1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 <supports/refutes> information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by number or title. OR Response provides an adequate evidence-based explanation of how the information from Source #1 <supports/refutes> information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by number or title.	0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.
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0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.								
<p>Task Model 4 Item Type: Multiple Choice, Multiple-correct Response DOK Level 3</p>	<p>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.</p> <p>Description: The student will choose the sentences that correctly paraphrase and integrate the information from both sources mentioned in the stem that are provided in the performance task. The answer choices will present at least six paraphrased sentences related to the sources. The answer choices may give credit to the authors of the stimuli, but if one answer choice gives credit, then they should all follow that pattern. Do not use in-line citations when giving credit. 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 at least two notes that correctly paraphrase 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 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, 6) a paraphrased note that reflects information that is presented in one source, rather than drawing on information from 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.</p>								

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Choose the two answers below that correctly paraphrase information about <topic> by integrating information from both Source #1 and Source #2. 								
<p>Task Model 5 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 3:</p> <ol style="list-style-type: none"> 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. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Which source most likely has the most credible information about <topic or subtopic>? Justify and support your answer using two pieces of evidence from the most credible source. <p>Rubric Task Model 5a:</p> <table border="1" data-bbox="511 1052 1446 1560"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2</td> <td>Response is an identification and an adequate evidence-based justification of which source has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Response is an identification and a limited/partial evidence-based justification of which source 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 has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.</td> </tr> <tr> <td style="text-align: center;">0</td> <td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	Score Point	Description	2	Response is an identification and an adequate evidence-based justification of which source 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 justification of which source 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 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.
Score Point	Description								
2	Response is an identification and an adequate evidence-based justification of which source has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.								
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0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.								

<p>Task Model 6 Item Type: Multiple Choice, Single-correct Response DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 3:</p> <ol style="list-style-type: none"> The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. <p>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 are not selected and 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:</p> <ul style="list-style-type: none"> Lead-in: No lead-in Stimulus: No additional stimulus Stem: <ul style="list-style-type: none"> 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.
<p>Task Model 7 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 3:</p> <ol style="list-style-type: none"> The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> 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 to support. 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.

Task Model 7b:

Score Point	Description
2	Response is an identification and 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.

<p>Task Model 8 Item Type: Multiple Choice, Single-correct Response DOK Level 3</p>	<p>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.</p> <p>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 are not selected and 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.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stem: <ul style="list-style-type: none"> ○ 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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<p>Task Model 9 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 3: 3. The student will evaluate the relevance of information from multiple sources to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in • Stimulus: No additional stimulus • Stem: <ul style="list-style-type: none"> ○ 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 choice with two [details/pieces of evidence] from the most relevant source. <p>Rubric Task Model 9:</p> <table border="1" data-bbox="511 672 1445 1207"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">0</td> <td>Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.</td> </tr> </tbody> </table> <p>Scoring Note: Score point 1 encompasses partially correct responses.</p>	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.
Score Point	Description								
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0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.								

<p>Task Model 10 Item Type: Matching Tables DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 3: 3. The student will evaluate the relevance of information from multiple sources to support research.</p> <p>Description: The student will match an idea to a source number and title. To avoid clueing, do not use the same wording in the idea as is used in the sources. The student should not be able to match the idea 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.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Click on the boxes to show the source(s) that would be relevant to students researching the [subtopics/ideas/claims] in the left column. Some sources may have more than one box selected. <p>Example of Formatting:</p> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Source #1:</th> <th style="text-align: center;">Source #2:</th> <th style="text-align: center;">Source #3:</th> <th style="text-align: center;">Source #4:</th> <th style="text-align: center;">Source #5:</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px;"><subtopic/idea/claim></td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><Title></td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><Title></td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><Title></td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><Title></td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><Title></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"><subtopic/idea/claim></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"><subtopic/idea/claim></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"></td> <td style="border: 1px solid black;"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Clarifications: Matching tables should have no more than five correct answers at this grade level. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice. 		Source #1:	Source #2:	Source #3:	Source #4:	Source #5:	<subtopic/idea/claim>	<Title>	<Title>	<Title>	<Title>	<Title>	<subtopic/idea/claim>						<subtopic/idea/claim>											
	Source #1:	Source #2:	Source #3:	Source #4:	Source #5:																										
<subtopic/idea/claim>	<Title>	<Title>	<Title>	<Title>	<Title>																										
<subtopic/idea/claim>																															
<subtopic/idea/claim>																															

<p>Task Model 11 Item Type: Short Text DOK Level 4</p>	<p>Target Evidence Statement Claim 4, Target 4:</p> <ol style="list-style-type: none"> 1. The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Some of the sources suggest <Idea/claim/observation found in multiple sources>. 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 of each piece of evidence by title or number. ○ 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/idea from multiple sources>. For each piece of information identify the source by title or number.
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- 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 11a:**

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. Just identifying the two pieces of evidence is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 11b:	
Score	Rationale
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that supports <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	<p>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.</p> <p>OR</p> <p>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 evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source.</p> <p>OR</p> <p>Response is an identification of one piece of information, from either Source #1 or Source #3 that 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.</p> <p>OR</p> <p>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 the source for each piece of information.</p>
0	The response is incorrect, insufficient, or irrelevant for this question. Just identifying two pieces of information is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 11c:	
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	<p>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.</p> <p>OR</p> <p>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.</p> <p>OR</p> <p>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.</p> <p>OR</p> <p>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.</p>
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.

<p>Task Model 12 Item Type: Matching Tables DOK Level 3</p>	<p>Target Evidence Statement Claim 4, Target 4:</p> <ol style="list-style-type: none"> 1. The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: No lead-in Stimulus: No additional stimulus Stems: <ul style="list-style-type: none"> ○ Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources and [claims/ideas] may have more than one box selected. <p>Example of Formatting:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 15%;">Source #1: <Title></th> <th style="width: 15%;">Source #2: <Title></th> <th style="width: 15%;">Source #3: <Title></th> <th style="width: 15%;">Source #4: <Title></th> <th style="width: 15%;">Source #5: <Title></th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">○ 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/idea].</p> <p>Example of Formatting:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 45%;"></th> <th style="width: 15%;">Source #1: <Title></th> <th style="width: 15%;">Source #2: <Title></th> <th style="width: 15%;">Both</th> <th style="width: 15%;">Neither</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: left;"><claim/idea></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Clarifications: Matching tables should have no more than five correct answers at this grade level. If there are too many defensible options (check every possibility) do not use this item type, use multiple-choice. 		Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>	Source #5: <Title>	<claim/idea>						<claim/idea>						<claim/idea>							Source #1: <Title>	Source #2: <Title>	Both	Neither	<claim/idea>																								
	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>	Source #4: <Title>	Source #5: <Title>																																																		
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<p>Task Model 13 Item Type: Full Write DOK Level 4</p>	<p>Target Evidence Statement Claim 2, Target 7:</p> <p>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.</p> <p>Argumentative Writing:</p> <p>Create an argumentative writing assignment that flows naturally from the research scenario given in the Student Directions (see “Task Description” above). An argumentative writing assignment must provide the following information:</p> <ul style="list-style-type: none"> • 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 <p>Sample Argumentative Assignment #1:</p> <p>Your neighborhood’s city council representative has asked you for a recommendation about whether to continue funding the local art museum. She will use your recommendation in a speech about the issue at an upcoming meeting. She will deliver the speech to an audience of city government officials and citizens.</p> <p>Your assignment is to use the sources to write a multi-paragraph argumentative paper supporting or opposing the funding of the local art museum. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your 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.</p> <p>Sample Argumentative Assignment #2:</p> <p>Since there has been so much debate regarding whether the amount of time people spend on their cell phones is time well spent, your high school is going to join the debate on cell phones by hosting a series of discussions on cell phone use in the schools, which will include both teachers and students. You have decided to participate in the discussions.</p> <p>Today, in preparation for the discussions, you will write a multi-paragraph argumentative paper in which you take a stance on the topic of cell phone use in the schools. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your 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.</p> <p>Note: When sources show that issue is not necessarily pro/con, 'take a stance' wording can be more appropriate than 'agree or disagree' (or 'support or oppose') stem.</p> <p>Sample Argumentative Assignment #3:</p> <p>After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.</p>
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Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your 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 your claim, address opposing claims, 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	<p>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:</p> <ul style="list-style-type: none"> 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* 	<p>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:</p> <ul style="list-style-type: none"> 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* 	<p>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:</p> <ul style="list-style-type: none"> 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 * 	<p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> 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 * 	<ul style="list-style-type: none"> 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	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>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:</p> <ul style="list-style-type: none"> 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 	<p>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:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> 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.