

English Language Arts Performance Task Specification: Grade 11 Explanatory Writing

**Claim 4:** Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

**Claim 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences.

**Claim 4**

**Target 2, ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.

**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.

**Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.

**Claim 2**

**Target 4, COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).

<b>Clarifications</b>	<ul style="list-style-type: none"> <li>• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. Sources should cover the subject sufficiently enough to allow students to form a thesis, but not be too general.</li> <li>• 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.</li> <li>• 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.</li> <li>• Explanatory Essay: In Grade 11, students are NOT asked to write a summary but are expected to come up with <u>their own thesis</u> based on the sources provided and support the thesis. In order to alleviate the simple regurgitation of information, students may be asked to respond using a specific organizational structure that is not formulaic such as comparison/contrast essay or an analysis of cause/effect, problem/solution, etc.</li> <li>• Choose sources with writing assignment in mind. Think about writing assignment and whether sources provide enough information for an appropriate explanatory full write. Try not to create a writing assignment around a set of sources – the writing purpose <b>should come from the sources</b> and not be a forced fit.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 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 arguments ideas, analyses, hypotheses, or conjectures.</li> <li>• 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.</li> </ul>
<p><b>Standards</b></p>	<p><b><u>Claim 4 Target 2</u></b></p> <p><b>ANALYZE/INTEGRATE INFORMATION:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.  <b>Gr. 11–12 Standards:</b> 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><b>11.RI-1</b> <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><b>11.RI-7</b> <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><b>11.RH-1</b> <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><b>11.RST-1</b> <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><b>11.RH-2</b> <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><b>11.RST-2</b> <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><b>11.RH-3</b> <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><b>11.RST-3</b> <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><b>11.RH-7</b> <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>

**11.RST-7** 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.

**11.RH-8** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**11.RST-8** 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.

**11.RH-9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**11.RST-9** 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.

**11.SL-2** 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.

**11.W-8, WHST-8** 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.

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

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

**Claim 4 Target 3**

**EVALUATE INFORMATION/SOURCES:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. 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)

**11.W-8, WHST-8** 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.

**Claim 4 Target 4**

**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)

**11.RH-1** 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.

**11.RST-1** 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.

**11.RH-7** 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.

**11.RST-7** 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.

**11.RH-8** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**11.RST-8** 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.

**11.RH-9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**11.RST-9** 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.

**11.W-1b** 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.

**11.W-8, WHST-8** 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.

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

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

**Claim 2 Target 4**

**COMPOSE FULL TEXTS:** Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).

Gr. 11–12 Standards: W- 2a, W-2b, W-2c, W-2e, W-2f, W-4, W-5, W-8, W-9,  
WHST-2,4,5,8,9  
(DOK 4)

11.W-2, WHST-2

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

	<p><b>11.W-4, WHST-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>11.W-5, WHST-5</b> <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><b>11.W-8, WHST-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>11.W-9, WHST-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<p><b>DOK/Difficulty Levels</b></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 4 (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><b>Stimuli/Passages</b></p>	<p><b>Informational and literary nonfiction texts:</b> 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"> <li>• Stimuli for research (four or five for Grade 11) should have some references and footnotes/in-text citations resembling authentic research sources.</li> <li>• 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.</li> <li>• 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.</li> <li>• The set of sources should provide enough evidence that allows students to establish and support a thesis, rather than simply restating the ideas within the sources. Sources should not be encyclopedic or too general.</li> <li>• The set of sources together should provide a comprehensive and richer collection of information than any one source alone and should encourage integration of information. Sources need some overlap of ideas to allow for analysis across texts.</li> <li>• Overall, the sources should offer more factual information and citations than just unsupported opinions.</li> </ul> <p><b>Literary fiction texts:</b> Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics.</p> <ul style="list-style-type: none"> <li>• In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks.</li> <li>• These stimuli should be used sparingly (within a set of 4–5 sources, only one may be a literary text).</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>Visual/graphic sources:</b> 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"> <li>• 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.</li> <li>• Visuals should not be so complicated that they add to the reading load.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<p>PT stimuli should follow the guidelines in the <i>Smarter Balanced Assessment Consortium: English Language Arts &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications</i>; 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><b>Key Vocabulary</b></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><b>Accessibility Concerns</b></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><b>Evidence Required</b></p>	<p><b>Claim</b>  <u>4 Target</u>  <u>2</u></p> <ol style="list-style-type: none"> <li>1. The student will analyze information within and among multiple sources of information.</li> <li>2. The student will analyze information within and among multiple sources of information in order to integrate information while avoiding plagiarism.</li> </ol> <p><u>Target 3</u></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. The student will evaluate the relevance of information from multiple sources to support research.</li> </ol> <p><u>Target 4</u></p> <ol style="list-style-type: none"> <li>1. The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</li> </ol> <p><b>Claim</b>  <u>2 Target</u>  <u>4</u></p> <ol style="list-style-type: none"> <li>1. The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/ tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to</li> </ol>
<p><b>Allowable Item Types</b></p>	<p>2 short text items, 1 machine-scored item, and an explanatory full write.                  Machine-scored item types:</p> <ul style="list-style-type: none"> <li>• Multiple Choice, Single-Correct Response</li> <li>• Multiple Choice, Multiple-Correct Response</li> <li>• Hot Text, Select Text</li> <li>• Matching Tables</li> </ul>
<p><b>Allowable Tools</b></p>	<p>Word processing tools including spell check</p>

<b>Task Models</b>	
<b>Classroom Activity</b>	<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>
<b>Performance Task</b>	<p><b>Presenting the Sources:</b> 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><b>Sample Setup #1:</b> "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 write an explanatory essay."</p> <p><b>Sample Setup #2:</b> "You decide to do more research. While doing your research, you find five sources to review.</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><b>Task Description:</b> 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 focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 4 explanatory full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write.</p> <p>In the explanatory full write, the student will use ideas and information from more than one source to explain their thesis, in his or her own words, while maintaining a clear focus throughout. Students should reference the sources used by title or number when integrating relevant information in their writing. The student will address a specific audience and purpose in the full write.</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><b>Task Model 1</b>  <b>Item Type: Short Text</b>  <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 2:</b></p> <ol style="list-style-type: none"> <li>1. The student will analyze information within and among multiple sources of information.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus  <b>Stems:</b> <ul style="list-style-type: none"> <li>○ Explain how the [image/table/map] in Source #1 [supplements/contradicts] the information provided in <b>two</b> of the other sources. Provide <b>two</b> 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.</li> <li>○ While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain <b>one</b> [claim/idea] that is shared by at least two of the sources. Provide <b>two</b> 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.</li> <li>○ Source #1 describes &lt;problem&gt;. Explain how the information in Source #2 adds to the reader’s understanding of the &lt;problem&gt;. Give <b>two</b> [details/examples] from Source #2 to support your explanation.</li> <li>○ Explain how &lt;problem&gt; could affect &lt;problem&gt;. Provide <b>two</b> [details/example] from <b>two</b> different sources to support your explanation. Identify the source of each [detail/example] by title or number.</li> <li>○ The sources discuss &lt;fact/idea&gt; and &lt;fact/idea&gt;. Explain how the two [facts/ideas] are connected. Use <b>one</b> [detail/example] from Source #1 and <b>one</b> [detail/example] from Source #2 to support your explanation. For each [detail/example] identify the source by title or number.</li> </ul> </li> </ul> <p><b>Note:</b> The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.</p>

Rubric Task Model 1a:	
Score	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><b>OR</b></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><b>OR</b></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><b>OR</b></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.	

<b>Task Model 1b:</b>	
<b>Score Point</b>	<b>Description</b>
<b>2</b>	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.
<b>1</b>	<p>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.</p> <p><b>OR</b></p> <p>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.</p> <p><b>OR</b></p> <p>Response is an identification and an adequate evidence-based explanation of one &lt;claim/idea&gt; 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.</p> <p><b>OR</b></p> <p>Response is an identification and an adequate evidence-based explanation of one &lt;claim/idea&gt; 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.</p>
<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying a claim or idea is insufficient.
Scoring Note: Score point 1 encompasses partially correct responses.	

<b>Task Model 1c:</b>	
<b>Score Point</b>	<b>Description</b>
<b>2</b>	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.
<b>1</b>	Response is a limited/partial 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 vague or loosely related [details/examples] from Source #2. <b>OR</b> 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 one [detail/example] from Source #2.
<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

  

<b>Task Model 1d:</b>	
<b>Score Point</b>	<b>Description</b>
<b>2</b>	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].
<b>1</b>	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]. <b>OR</b> 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. <b>OR</b> 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. <b>OR</b> 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].
<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

	<p><b>Task Model 1e:</b></p> <table border="1" data-bbox="511 289 1446 1077"> <thead> <tr> <th data-bbox="511 289 683 321">Score Point</th> <th data-bbox="683 289 1446 321">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 321 683 443">2</td> <td data-bbox="683 321 1446 443">Response is an adequate evidence-based explanation of how &lt;fact/idea&gt; and &lt;fact/idea&gt; 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="511 443 683 1014">1</td> <td data-bbox="683 443 1446 1014">                     Response is a limited/partial evidence-based explanation of how two &lt;fact/idea&gt; and &lt;fact/idea&gt; 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].  <b>OR</b>                      Response is an adequate evidence-based explanation of how two &lt;fact/idea&gt; and &lt;fact/idea&gt; are connected supported by two [details/examples] from one source. Student cites the source for the [detail/example].  <b>OR</b>                      Response is an adequate evidence-based explanation of how two &lt;fact/idea&gt; and &lt;fact/idea&gt; are connected supported by one [detail/example] from one source. Student cites the source for the [detail/example].  <b>OR</b>                      Response is an adequate evidence-based explanation of how two &lt;fact/idea&gt; and &lt;fact/idea&gt; 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 1014 683 1077">0</td> <td data-bbox="683 1014 1446 1077">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]. <b>OR</b> 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]. <b>OR</b> 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]. <b>OR</b> 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.
Score Point	Description								
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0	Response is an explanation that is insufficient, incorrect or irrelevant.								
<p><b>Task Model 2</b>                      Item Type: Hot Text,                      Select Text                      DOK Level 3</p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 2:</b></p> <ol style="list-style-type: none"> <li>The student will analyze information within and among multiple sources of information.</li> </ol> <p><b>Description:</b>                      The student will locate sentences that present information that supports/<b>contradicts</b> and does not merely represent new or different information the claim mentioned in the stem.                      The <b>delimited text</b> should be an excerpt from one of the sources provided in the performance task. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The <b>correct answer choice(s)</b> should be sentences that clearly support/<b>contradict</b> 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.  <b>Distractors</b> are the delimited sentences that should reflect common student errors. <b>Plausible</b> distractors for this model might include: 1) a sentence that is on topic but does not present <b>contradicting</b> 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/<b>contradicting</b> information.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text.</p>								

	<p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in <b>Stimulus:</b> G11.T2. Excerpt from one of the Sources <b>Stems:</b> <ul style="list-style-type: none"> <li>○ Source #1 [makes the claim &lt;claim&gt;/states the idea &lt;idea&gt;]. Click on [<b>one/two/three</b>] sentences in the excerpt in Source #3 below that [support/contradict] that [claim/idea].</li> <li>○ Source #1 states &lt;quote&gt;. Click on [<b>one/two/three</b>] sentences in Source #2 below that [support/contradict] this [idea/claim].</li> </ul> </li> <li>• <b>Clarifications:</b> The stem should appear above the excerpt, not after it.</li> </ul>								
<p><b>Task Model 3</b> <b>Item Type: Short Text</b> <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b> <b>Claim 4, Target 2:</b></p> <p>2. The student will analyze information within and among multiple sources of information in order to integrate information while avoiding plagiarism.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in <b>Stimulus:</b> No additional stimulus <b>Stems:</b> <ul style="list-style-type: none"> <li>○ While avoiding plagiarism, explain what Source #1 and Source #2 say about &lt;idea/subtopic from sources&gt; by paraphrasing the information. Identify sources by title or number.</li> <li>○ While avoiding plagiarism, explain how information from Source #1 that [supports/refutes] information from Source #2 by paraphrasing the content. Identify sources by title or number.</li> </ul> </li> </ul> <p><b>Rubric</b> <b>Task Model 3a:</b></p> <table border="1" data-bbox="511 1218 1445 1858"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about &lt;idea/subtopic from sources&gt; by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.</td> </tr> <tr> <td>1</td> <td>Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about &lt;idea/subtopic from sources&gt; by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. <b>OR</b> Response provides an adequate evidence-based explanation of what only one of the specified sources says about &lt;idea/subtopic from sources&gt; by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. <b>OR</b> Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about &lt;idea/subtopic from sources&gt; by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.</td> </tr> <tr> <td>0</td> <td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more sources.</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 what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.	1	Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. <b>OR</b> Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. <b>OR</b> Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.	0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more sources.
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	<p><b>Task Model 3b:</b></p> <table border="1" data-bbox="511 289 1446 772"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>Response provides an adequate evidence-based explanation of how the information from Source #1 [supports/refutes] information in Source #2 by appropriately paraphrasing the information without plagiarizing. Student cites sources by title or number.</td> </tr> <tr> <td>1</td> <td>Response provides a limited/partial evidence-based explanation of how the information from Source #1 [supports/refutes] information in Source #2 by paraphrasing the information without plagiarizing. Student cites sources by title or number. <b>OR</b> Response provides an adequate evidence-based explanation of how the information from Source #1 [supports/refutes] information in Source #2 by appropriately paraphrasing the information without plagiarizing. Student does not cite sources by title or number.</td> </tr> <tr> <td>0</td> <td>The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more sources.</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 information without plagiarizing. Student cites sources by title or number.	1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 [supports/refutes] information in Source #2 by paraphrasing the information without plagiarizing. Student cites sources by title or number. <b>OR</b> Response provides an adequate evidence-based explanation of how the information from Source #1 [supports/refutes] information in Source #2 by appropriately paraphrasing the information without plagiarizing. Student does not cite sources by title or number.	0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more sources.
Score	Description								
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<p><b>Task Model 4</b>  <b>Item Type: Multiple Choice, Multiple-Correct Response</b>  <b>DOK Level 3</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 2:</b></p> <p>2. The student will analyze information within and among multiple sources of information in order to integrate information while avoiding plagiarism.</p> <p><b>Description:</b>  The student will choose the sentences that correctly paraphrase and <b>integrate</b> the information from both sources mentioned in the stem that are provided in the performance task.  The <b>answer choices</b> will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The answer choices may give credit to the authors of the stimuli, but if one answer choice gives credit, then they should all follow that pattern. Do not use in-line citations when giving credit. To avoid outliers, be sure the answer choices are all the same length, staggered in length, or that a balance of length is used (i.e., three short, three long). Order the answer choices from shortest to longest. The <b>correct answer choice</b> will be two to three notes that correctly paraphrase and integrate information drawn from both sources.  <b>Distractors</b> will reflect common student errors. <b>Plausible</b> distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not in either source, 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.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p>								

	<p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in <b>Stimulus:</b> No additional stimulus <b>Stems:</b> <ul style="list-style-type: none"> <li>○ Choose the <b>[two/three]</b> answers below that correctly paraphrase information about &lt;topic&gt; by integrating information from <b>both</b> Source #1 and Source #2.</li> </ul> </li> </ul>								
<p><b>Task Model 5</b> <b>Item Type: Short Text</b> <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b> <b>Claim 4, Target 3:</b></p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p><b>Appropriate Stem:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in <b>Stimulus:</b> No additional stimulus <b>Stem:</b> <ul style="list-style-type: none"> <li>○ Which source most likely has the <b>most</b> credible information about &lt;topic or subtopic&gt;? Justify and support your answer using <b>two</b> pieces of evidence from the <b>most</b> credible source.</li> </ul> </li> </ul> <p><b>Rubric</b> <b>Task Model 5:</b></p> <table border="1" data-bbox="516 1003 1451 1539"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td>Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about &lt;topic/subtopic&gt; supported by two pieces of evidence from the identified source.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td>Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about &lt;topic/subtopic&gt; supported by two vague or loosely related pieces of evidence from the identified source. <b>OR</b> Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about &lt;topic/subtopic&gt; supported by one piece of evidence from the identified source.</td> </tr> <tr> <td style="text-align: center;"><b>0</b></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	<b>2</b>	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.	<b>1</b>	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. <b>OR</b> Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.	<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.
Score Point	Description								
<b>2</b>	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.								
<b>1</b>	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. <b>OR</b> Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.								
<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.								

<p><b>Task Model 6</b>  <b>Item Type: Multiple Choice, Single-Correct Response</b>  <b>DOK Level 3</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 3:</b></p> <ol style="list-style-type: none"> <li>The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</li> </ol> <p><b>Description:</b>  The student will identify the source that is most credible regarding a specific topic given in the stem.  The <b>answer choices</b> 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 <b>correct answer choice</b> 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.  <b>Distractors</b> are the sentences that should reflect common student errors. <b>Plausible distractors</b> 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.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li><b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus  <b>Stem:</b> <ul style="list-style-type: none"> <li>The authors of Source #1 and Source #2 present different information about &lt;topic&gt;. Choose <b>one</b> answer that identifies the source that is most likely the <b>most</b> credible and correctly explains why.</li> </ul> </li> </ul>
<p><b>Task Model 7</b>  <b>Item Type: Short Text</b>  <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 3:</b></p> <ol style="list-style-type: none"> <li>The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li><b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus  <b>Stems:</b> <ul style="list-style-type: none"> <li>Which source contains the <b>most</b> relevant information that accurately supports information in Source #1? Justify and support your answer using <b>two</b> pieces of evidence from the <b>most</b> relevant source to support.</li> <li>Source #1 and Source #2 provide [facts/statistics] about &lt;topic/idea/claim&gt;. Which source provides the <b>most</b> accurate information about &lt;topic/idea/claim&gt;? Justify and support your answer with <b>two</b> [details/pieces of evidence] from the source.</li> </ul> </li> </ul>

**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. <b>OR</b> 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 an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. <b>OR</b> 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><b>Task Model 8</b>  <b>Item Type: Multiple Choice, Single-Correct Response</b>  <b>DOK Level 3</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 3:</b></p> <p>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><b>Description:</b>  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 <b>answer choices</b> 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 <b>correct answer choice</b> should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem.  <b>Distractors</b> are the sentences that should reflect common student errors. <b>Plausible</b> 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.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus  <b>Stem:</b> <ul style="list-style-type: none"> <li>○ Source #1 presents information about &lt;topic&gt;. Choose <b>one</b> answer that identifies the source that <b>most</b> accurately supports the information in Source #1 and correctly explains why.</li> </ul> </li> </ul>
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<p><b>Task Model 9</b>  <b>Item Type: Short Text</b>  <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 3:</b></p> <p>3. The student will evaluate the relevance of information from multiple sources to support research.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus  <b>Stem:</b> <ul style="list-style-type: none"> <li>○ All of the sources provide information about &lt;topic/idea/claim&gt;. Which source would be <b>most</b> relevant to students researching &lt;topic/idea/claim&gt;? Justify and support your choice with <b>two</b> [details/pieces of evidence] from the <b>most</b> relevant source.</li> </ul> </li> </ul> <p><b>Rubric</b>  <b>Task Model 9:</b></p> <table border="1" data-bbox="511 709 1432 1249"> <thead> <tr> <th>Score Point</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><b>2</b></td> <td>Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching &lt;topic/idea/claim&gt; supported by two [details/pieces of evidence] from the identified source.</td> </tr> <tr> <td style="text-align: center;"><b>1</b></td> <td>Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching &lt;topic/idea/claim&gt; supported by two vague or loosely related [details/pieces of evidence] from the identified source.  <b>OR</b>                      Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching &lt;topic/idea/claim&gt; supported by one [detail/piece of evidence] from the identified source.</td> </tr> <tr> <td style="text-align: center;"><b>0</b></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	<b>2</b>	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.	<b>1</b>	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. <b>OR</b> 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.	<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.
Score Point	Description								
<b>2</b>	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.								
<b>1</b>	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. <b>OR</b> 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.								
<b>0</b>	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.								

<p><b>Task Model 10</b>  <b>Item Type: Matching Tables</b>  <b>DOK Level 3</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 3:</b></p> <p>3. The student will evaluate the relevance of information from multiple sources to support research.</p> <p><b>Description:</b>                  The student will match ideas/claims/subtopics to a source title and number. To avoid clueing, do not use the same wording in the idea/claim/subtopic as is used in the sources. The student should not be able to match the idea/claim/subtopic to the source that supports it by simply matching the wording used. The <b>correct answer choices</b> 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.  <b>Rationales</b> should state the justification for why the plausible distractor is incorrect.  <b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> No lead-in</li> <li>• <b>Stimulus:</b> No additional stimulus</li> <li>• <b>Stem:</b> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> </ul> <p><b>Example of Formatting:</b></p> <table border="1" data-bbox="511 913 1445 1129"> <thead> <tr> <th></th> <th>Source #1</th> <th>Source #2</th> <th>Source #3</th> <th>Source #4</th> <th>Source #5</th> </tr> <tr> <th></th> <th>&lt;Title&gt;</th> <th>&lt;Title&gt;</th> <th>&lt;Title&gt;</th> <th>&lt;Title&gt;</th> <th>&lt;Title&gt;</th> </tr> </thead> <tbody> <tr> <td>&lt;subtopic/idea/claim&gt;</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>&lt;subtopic/idea/claim&gt;</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>&lt;subtopic/idea/claim&gt;</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• <b>Clarifications:</b> 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.</li> </ul>		Source #1	Source #2	Source #3	Source #4	Source #5		<Title>	<Title>	<Title>	<Title>	<Title>	<subtopic/idea/claim>						<subtopic/idea/claim>						<subtopic/idea/claim>					
	Source #1	Source #2	Source #3	Source #4	Source #5																										
	<Title>	<Title>	<Title>	<Title>	<Title>																										
<subtopic/idea/claim>																															
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<subtopic/idea/claim>																															

<p><b>Task Model 11</b>  <b>Item Type: Short Text</b>  <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 4:</b>          The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.  <b>Appropriate Stems:</b>  <b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus <b>Stems:</b>          Some of the sources suggest &lt;Idea/claim/observation found in multiple sources&gt;. Provide <b>two</b> 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.</p> <p>The [chart/graph/table] in Source #2 supports the [claim/idea] that &lt;claim/idea from multiple sources&gt;. Provide <b>two</b> 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 &lt;claim/idea from multiple sources&gt;. For each piece of information identify the source by title or number.</p> <p>Identify <b>one</b> benefit of &lt;idea found in multiple sources&gt;. Explain why it is a benefit. Provide <b>two</b> 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.</p>
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<b>Rubric</b>	
<b>Task Model 11a:</b>	
<b>Score Point</b>	<b>Description</b>
<b>2</b>	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.
<b>1</b>	<p>Response is an identification of two pieces of evidence from different sources that support &lt;idea/claim/observation&gt; 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.</p> <p><b>OR</b></p> <p>Response is an identification of two pieces of evidence from different sources that support &lt;idea/claim/observation&gt; 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.</p> <p><b>OR</b></p> <p>Response is an identification of one piece of evidence from one source that supports &lt;idea/claim/observation&gt; 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.</p> <p><b>OR</b></p> <p>Response is an identification of two pieces of evidence from different sources that support &lt;idea/claim/observation&gt; and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.</p>
<b>0</b>	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.	

<b>Task Model 11b:</b>	
<b>Score</b>	<b>Rationale</b>
<b>2</b>	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.
<b>1</b>	<p>Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support &lt;idea or claim from multiple sources&gt; 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><b>OR</b></p> <p>Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support &lt;idea or claim from multiple sources&gt; 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><b>OR</b></p> <p>Response is an identification of one piece of information, from either Source #1 or Source #3 that supports &lt;idea or claim from multiple sources&gt; 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><b>OR</b></p> <p>Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support &lt;idea or claim from multiple sources&gt; 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>
<b>0</b>	The response is incorrect, insufficient, or irrelevant for this question. Just identifying the two pieces of information is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

<b>Task Model 11c:</b>	
<b>Score Point</b>	<b>Description</b>
<b>2</b>	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.
<b>1</b>	<p>Response is an identification of one benefit of &lt;idea found in multiple sources&gt; 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><b>OR</b></p> <p>Response is an identification of one benefit of &lt;idea found in multiple sources&gt; 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><b>OR</b></p> <p>Response is an identification of one benefit of &lt;idea found in multiple sources&gt; 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><b>OR</b></p> <p>Response is an identification of one benefit of &lt;idea found in multiple sources&gt; 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>
<b>0</b>	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><b>Task Model 12</b>  <b>Item Type: Matching Tables</b>  <b>DOK Level 3</b></p>	<p><b>Target Evidence Statement</b>  <b>Claim 4, Target 4:</b></p> <ol style="list-style-type: none"> <li>The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li><b>Lead-in:</b> No lead-in  <b>Stimulus:</b> No additional stimulus  <b>Stems:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> <table border="1" data-bbox="505 632 1433 905"> <thead> <tr> <th></th> <th>Source #1: &lt;Title&gt;</th> <th>Source #2: &lt;Title&gt;</th> <th>Source #3: &lt;Title&gt;</th> <th>Source #4: &lt;Title&gt;</th> <th>Source #5: &lt;Title&gt;</th> </tr> </thead> <tbody> <tr> <td>&lt;claim/idea&gt;</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>&lt;claim/idea&gt;</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>&lt;claim/idea&gt;</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Example of Formatting:</b></p> <ul style="list-style-type: none"> <li>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].</li> </ul> <p><b>Example of Formatting:</b></p> <table border="1" data-bbox="505 1209 1438 1509"> <thead> <tr> <th></th> <th>Source #1: &lt;Title&gt;</th> <th>Source #2: &lt;Title&gt;</th> <th>Both</th> <th>Neither</th> </tr> </thead> <tbody> <tr> <td>&lt;claim/idea&gt;</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li><b>Clarifications:</b> 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.</li> </ul>		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>																								
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<p><b>Task Model 13</b>  <b>Item Type: Full Write</b>  <b>DOK Level 4</b></p>	<p><b>Target Evidence Statement</b></p> <p><b>Claim 2, Target 4:</b></p> <ol style="list-style-type: none"> <li>1. Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).</li> </ol> <p><b>Explanatory Writing:</b></p> <p>Create an explanatory writing assignment that flows naturally from the research scenario given in the Student Directions (see “Task Description” above). An explanatory assignment must provide the following information:</p> <ul style="list-style-type: none"> <li>• A purpose for writing</li> <li>• A description of the audience</li> <li>• A clear direction to write a thesis supported by evidence from the sources about the topic</li> </ul> <p><b>Sample Explanatory Assignment #1:</b></p> <p>Your history class is preparing for the history fair at your school. The history fair will focus on individual rights to privacy. For your part in the fair, you need to help students, teachers, and parents better understand the issue of privacy.</p> <p>Using more than one source, craft a thesis to explain about the issue of privacy. Once you have a thesis, select the most relevant information from more than one source to support your thesis. Then, write a multi-paragraph explanatory article explaining your thesis. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.</p> <p><b>Sample Explanatory Assignment #2:</b></p> <p>Your club, the Future Healthcare Professionals of America (FHPA), wants to provide information to the school community about the spread of infectious disease. You have been asked to write an explanatory article on that topic. The audience for your article will be other students, teachers, and parents.</p> <p>Using more than one source, craft a thesis to explain about infectious disease. Once you have a thesis, select the most relevant information from more than one source to support your thesis. Then, write a multi-paragraph explanatory article explaining your thesis. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Although a letter as an assignment is acceptable, avoid making the assignment a letter to friends or to younger audiences (too informal).</li> </ul>
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	<p><b>Sample Explanatory Scoring:</b> Your explanatory [writing assignment] will be scored using the following:</p> <p><b>1. Organization/purpose:</b> How well did you state your thesis and maintain your thesis with a logical progression of ideas from beginning to end? How well did you narrow your thesis so you can develop and elaborate the conclusion? How well did you consistently use a variety of transitions? How effective were your introduction and your conclusion?</p> <p><b>2. Evidence/elaboration:</b> How well did you integrate relevant and specific information from the sources? How well did you elaborate on your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?</p> <p><b>3. Conventions:</b> How well did you follow the rules of grammar usage, punctuation, capitalization and spelling?</p> <p><b>Scoring Rules for the Performance Task:</b> 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for evidence/elaboration; 2 points for language conventions)</p>
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**4-Point  
Explanatory  
Performance Task Writing Rubric (Grades 6–11)**

Score	4	3	2	1	NS
<b>Organization/Purpose</b>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> </ul>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify the relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> </ul>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>thesis/controlling idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas</li> </ul>	<p><b>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</b></p> <ul style="list-style-type: none"> <li>thesis/controlling idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

**4-Point  
Explanatory  
Performance Task Writing Rubric (Grades 6–11)**

Score	4	3	2	1	NS
<b>Evidence/Elaboration</b>	<p><b>The response provides thorough elaboration of the support/evidence for the thesis/controlling idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</b></p> <ul style="list-style-type: none"> <li>comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific</li> <li>clear citations or attribution to source material</li> <li>effective use of a variety of elaborative techniques*</li> <li>vocabulary is clearly appropriate for the audience and purpose</li> <li>effective, appropriate style enhances content</li> </ul>	<p><b>The response provides adequate elaboration of the support/evidence for the thesis/controlling idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</b></p> <ul style="list-style-type: none"> <li>adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general</li> <li>adequate use of citations or attribution to source material</li> <li>adequate use of some elaborative techniques*</li> <li>vocabulary is generally appropriate for the audience and purpose</li> <li>generally appropriate style is evident</li> </ul>	<p><b>The response provides uneven, cursory elaboration of the support/evidence for the thesis/controlling idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</b></p> <ul style="list-style-type: none"> <li>some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied</li> <li>weak use of citations or attribution to source material</li> <li>weak or uneven use of elaborative techniques*; development may consist primarily of source summary</li> <li>vocabulary use is uneven or somewhat ineffective for the audience and purpose</li> <li>inconsistent or weak attempt to create appropriate style</li> </ul>	<p><b>The response provides minimal elaboration of the support/evidence for the thesis/controlling idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</b></p> <ul style="list-style-type: none"> <li>evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied</li> <li>insufficient use of citations or attribution to source material</li> <li>minimal, if any, use of elaborative techniques*</li> <li>vocabulary is limited or ineffective for the audience and purpose</li> <li>little or no evidence of appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

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

**2-Point  
Explanatory  
Performance Task Writing Rubric (Grades 6-11)**

Score	2	1	0	NS
<b>Conventions</b>	<p><b>The response demonstrates an adequate command of conventions:</b></p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates a partial command of conventions:</b></p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p><b>The response demonstrates little or no command of conventions:</b></p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient (includes copied text)</li> <li>In a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul>

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.