

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 2: INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	
Clarifications	<p>Clarifications for the Item Writer:</p> <ul style="list-style-type: none"> Target 2 will focus on choosing text and visual elements that support a research central idea, key detail, and/or given purpose as well as the integration of notes into a central idea or key detail category. Target 3 will focus on analyzing sources in order to locate additional information, such as relevant sources of information and relevant information from visual elements that will enhance an existing piece of student writing. Target 4 will focus on using/selecting evidence to support an opinion or idea. All stimuli are discrete and written by the item writer. The stimuli should be based in fact with acknowledgements in the metadata. The stimuli must also sound and look like authentic research.
Standards	<p>RI-1 <u>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>RI-7 <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p> <p>RI-9 <u>Compare and contrast the most important points and key details presented in two texts on the same topic.</u></p> <p>W-8 <u>Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and <u>sort evidence into provided categories</u>.</u></p>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	<p>Claim 4 stimuli are discrete and written by the item writer. Most Claim 4 stimuli are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 3 may include, but are not limited to, journal articles, informational books/websites, or paired excerpts on the same topic. If the stimulus contains a visual with data expressed quantitatively, the stimulus should be clearly providing information for research and not assessing the student’s ability to discern quantitative data, as in a math item. Although the item writer is creating the research source and visual stimuli, the information should be based in fact and contain acknowledgments in the metadata. If a study is mentioned in the stimulus, the study should be real with correct acknowledgement to the author. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. Be consistent within the item. If a title and author information is included for one source, then all sources within the same item should include titles and author information. The stimulus should be one or two short excerpts—not more than 150 words for the elementary grade band.</p>

<p>Stimuli/Text Complexity</p>	<p>Claim 4 stimuli should follow the guidelines in the stimulus specifications document; however, the complexity should be one grade level below the assessment level. The vocabulary used in the stimulus and the item should be at least one grade level below the assessment level. In some instances, content-specific vocabulary may be on or above grade level as long as the word is easily decodable and has sufficient, explicit context to support the meaning and to avoid any prior knowledge needed of the word.</p>
<p>Accessibility Concerns</p>	<p>Students will be required to read brief text stimuli and use a mouse. Students will be required to view/ interpret visual sources that are supported by textual sources. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and descriptions of pictures and art. Illustrations that need to be interpreted will need to have a detailed written description in order for it to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
<p>Evidence Required</p>	<ol style="list-style-type: none"> 1. The student will locate information from a text source to support a central idea or key detail related to research. 2. The student will interpret information from a text source to support a given purpose related to research tasks. 3. The student will interpret information from a visual source to support a given purpose related to research tasks.
<p>Allowable 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

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.A: Informational Text from a Source This stimulus should be an informational source. The source should contain some general information on the topic, but have a clear central idea that can be sorted into one of the given key ideas/parts in the answer choices. Avoid using an author’s opinion.</p> <p>Task Description: The test taker will be presented with a topic and a source. The item stem will pose a question asking the test taker to choose a key detail into which the source could be placed. The answer choices will present four possible key ideas/parts related to the topic. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. Avoid using outline type precursors (i.e., I. __, II. __, etc.). If needed, use common listings students will understand (i.e., Part A. ____, Part B. ____, etc.). To avoid outliers, be sure the answer choices are all the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). The correct answer choice will be a key idea/part into which the key details from the source can be placed. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a part of the report that is a key idea that makes sense with the central idea, but the information does not clearly fit into the category, 2) a part of a report that contains wording from the stimulus, but the information does not clearly fit into the category. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read the sentences from the source and the directions that follow. Stimulus: G3.T2.A: Informational Text from a Source Stems: <ul style="list-style-type: none"> ○ The parts of the student’s report are listed below. Where in the

	<p>report should the student place the information from the source?</p> <ul style="list-style-type: none"> ○ The parts of the student’s report are listed below. Where in the report should the student use the information from the source? ○ The parts of the student’s report are listed below. In which part of the report do the facts from the source best fit? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.B: No Stimulus</p> <p>Task Description: The test taker will locate sentences from a source to support central ideas/key details or select information for a given purpose. The item stem will ask the test taker to choose a sentence that supports a given central idea or key detail. The answer choices should be sentences from a source. Avoid sentences that show an author’s opinion. To avoid clueing, the central idea/key detail that is stated in the stem should not use the explicit wording of the answer choices, or should contain a balance of wording across the answer choices. 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 sentence that clearly supports the central idea/key detail. Distractors are the sentences that are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are interesting facts, but do not support the central idea/key detail, and/or 2) sentences that are on-topic but do not support the central idea/key detail that is stated in the stem. Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or key detail related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none <p>Stimulus: G3.T2.B: No Stimulus</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. [He/she] is looking for information about <central idea/key detail>. Which

	<p>sentence has information that the student can use?</p> <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 3 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: None</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.A: Informational Text from a Source This stimulus should be an informational source. The source should contain some general information on the topic, but have a clear central idea that can be sorted into one of the given key ideas/parts in the answer choices. Avoid using an author’s opinion.</p> <p>Task Description: The test taker will be presented with a topic and a source. The item stem will pose a question asking the test takers to choose where key details from the source could be placed. The answer choices will present six possible key ideas/parts related to the topic, with no more than two correct responses. To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. Avoid using outline type precursors (i.e., I. __, II. ____, etc.). If needed, use common listings students will understand (i.e., Part A. ____, Part B. ____, etc.). To avoid outliers, be sure the answer choices are all the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). The correct answer choices will be key ideas/parts into which key details from the source can be placed. Distractors will reflect common student errors. Plausible distractors for this model might include: 1) a part of the report that is a key idea that makes sense with the central idea, but the information does not clearly fit into the category, 2) a part of a report that contains wording from the stimulus, but the information does not clearly fit into the category. Rationales should state the justification for why the plausible distractor is incorrect Target Evidence Statement: The student will interpret information from a text source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a report about <topic>. Read the sentences from a source and the directions that follow. Stimulus: G3.T2.A: Informational Text from a Source

	<p>Stems:</p> <ul style="list-style-type: none"> ○ The parts of a student’s report are listed below. Choose two parts of the report where the student should place the information from the source. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 4 Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.B: No Stimulus</p> <p>Task Description: The test taker will locate sentences from a source to support central ideas/key details or select information for a given purpose. The item stem will ask the test taker to choose sentences that support a given central idea or key detail. The answer choices should be sentences from a source. Avoid sentences that show an author’s opinion. To avoid clueing, the central idea/key detail that is stated in the stem should either not use the explicit wording of the answer choices, or contain a balance of wording across the answer choices. 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., three short, three long). Order the choices from shortest to longest. Students should be presented with five or six answer options and no more than two correct answers; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options.</p> <p>The correct answer choices should be sentences that clearly support the central idea/key detail.</p> <p>Distractors are the sentences that are not selected and should reflect common student errors. Plausible distractors for this model might include: 1) sentences that are interesting facts, but do not support the central idea/key detail, and/or 2) sentences that are on-topic but do not support the central idea/key detail that is stated in the stem.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will locate information from a text source to support a central idea or key detail related to research.</p>

	<p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none Stimulus: G3.T2.B: No Stimulus Stems: <ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. [He/she] is looking for information about <central idea/key detail>. Choose two sentences that have information about <central idea/key detail>. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.B: No Stimulus</p> <p>Task Description: The test taker will locate sentences in a source to support central ideas/key details or select information for a given purpose. The item stem will ask the test taker to click on sentences that support a given central idea or key detail. The delimited text should be a paragraph from one source. Avoid paragraphs that show an author’s opinion. Also, avoid using transitional sentences that might be selected. There should be six sentences that are delimited, with no more than two correct responses. To avoid clueing, the central idea/key detail that is stated in the stem should either not use the explicit wording of the delimited text, or the delimited text should contain a balance of wording across distractor sentences. The delimited text should be 50-125 words.</p> <p>The correct answer choice(s) should be one or two sentences that clearly support the central idea/key detail. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/key detail, and/or 2) a sentence that is on-topic but does not support the central idea/key detail that is stated in the stem.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement:</p>

	<p>The student will locate information from a text source to support a central idea or key detail related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none • Stimulus: G3.T2.B: No Stimulus • Stems: <ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. [He/she] is looking for information about <central idea/key detail>. Click on [one/ two] sentence(s) that have information that the student can use. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 6 Item Type: Hot Text, Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1, RI-9</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.B: No Stimulus</p> <p>Task Description: The test taker will locate sentences in two sources to support central ideas/key details. The item stem will ask the test taker to click on one sentence from each source that supports a given central idea or key detail. The delimited text should be a paragraph from two sources. Avoid paragraphs that show an author’s opinion. Also, avoid using transitional sentences that might be selected. There should be six sentences that are delimited. To avoid clueing, the central idea/key detail that is stated in the stem should either not use the explicit wording of the delimited text, or the delimited text should contain a balance of wording across distractor sentences. The delimited text should be 50-125 words. The correct answer choices should be one sentence from each source that clearly supports the central idea/key detail. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice. Distractors are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the central idea/key detail, 2) a sentence that is on-topic but does not support the central idea/key detail that is stated in the stem. Rationales should state the justification for why the plausible distractor is incorrect. Provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statement:</p>

	<p>The student will locate information from a text source to support a central idea or key detail related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none • Stimulus: G3.T2.B: No Stimulus • Stems: <ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. [He/she] is looking for information about <central idea/key detail>. Read both sources that the student found. Click on one sentence from each source that has information that the student can use. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>																
<p>Task Model 7 Item Type: Matching Tables DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-1</p> <p>Stimulus: There is no stimulus for this model. The label for the type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.B: No Stimulus</p> <p>Task Description: The test taker will sort explicit evidence into categories to support key details of a research report. The item stem will ask the test taker to click on a box to show in which part of a research paper the information belongs. The interaction image will be a table with four columns and four rows. The interaction image should follow this pattern:</p> <table border="1" data-bbox="490 1272 1395 1642"> <thead> <tr> <th></th> <th>Part A: <subtopic or category from student report></th> <th>Part B: <subtopic or category from student report></th> <th>Part C: <subtopic or category from student report></th> </tr> </thead> <tbody> <tr> <td>Note 1: <informational sentence></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Note 2: <informational sentence></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Note 3: <informational sentence></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The notes on the table should be informational sentences about the topic. The columns should reflect different subtopics/parts that would be in a research report. An example of this would be: Part A: Where the Animal Lives Part B: What the Animal Eats, etc. To avoid clueing, do not use the same wording in the note as is used in the research report category. The student should not be able to match the note to the category based on simply matching the wording used.</p>		Part A: <subtopic or category from student report>	Part B: <subtopic or category from student report>	Part C: <subtopic or category from student report>	Note 1: <informational sentence>				Note 2: <informational sentence>				Note 3: <informational sentence>			
	Part A: <subtopic or category from student report>	Part B: <subtopic or category from student report>	Part C: <subtopic or category from student report>														
Note 1: <informational sentence>																	
Note 2: <informational sentence>																	
Note 3: <informational sentence>																	

	<p>The correct answer choices should fit clearly into one category listed on the table. Rationales should state the justification for why the plausible distractor is incorrect. Clarifications: Matching tables have no more than three 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.</p> <p>Target Evidence Statements: The student will locate information from a text source to support a central idea or key detail related to research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: none Stimulus: G3.T2.B: No Stimulus Stem: <ul style="list-style-type: none"> ○ A student is writing a research report about <topic>. The student took notes and thought of three [ideas/parts] for [his/her] report. Click on the box to show the [idea/part] that each note supports. ○ A student is writing a research report about <topic>. The student took notes and thought of three [ideas/parts] for [his/her] report. Click on the box to show the [idea/part] that each note best supports. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>NEW Task Model 8 Item type: Hot Text/Select Text DOK 2</p>	<p>CAT Primary Standard Alignment: W-8</p> <p>CAT Secondary Standard Alignment: RI-7</p> <p>Stimulus: The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The stimulus that is allowable for this model is listed below.</p> <p>Stimulus: G3.T2.E: Illustration This stimulus should be an illustration that has information that can be supported by one or more sentences in the delimited text.</p> <p>Task Description: The test taker will identify how information gathered from an illustration can be supported by information in one or more paragraphs from a source. The item stem will pose a question asking the test taker to click on the sentence(s) in a source that support(s) the information in the illustration. The delimited text should be one or more paragraphs from an informational text source. Avoid paragraphs that show an author’s opinion. Also, avoid using transitional sentences that might be selected. There should be no more than six pieces of text that are delimited, with no more than two correct responses; regardless of the number of answer options, no more than half of the choices should be correct responses. The delimited text should be</p>

	<p>on the same topic as the visual in the stimulus.</p> <p>Correct answer choice(s) should be one or two sentences that support the information in the stimulus. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Distractors are the delimited sentences that are not selected and should reflect common student errors. There should be at least four sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a sentence that is an interesting fact, but does not support the information in the stimulus, and/or 2) a sentence that is on-topic and contains wording from the stimulus, but does not support the information in the stimulus.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p>Target Evidence Statements: The student will interpret information from a visual source to support a given purpose related to research tasks.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none">• Lead-in: A student is writing a report about <topic>. [He/she] found an illustration. Read the directions that follow the illustration. Stimulus: G3.T2.E: Illustration Stems:<ul style="list-style-type: none">○ The student found another source. Read the source below. Then, click on [one/two] sentence(s) from the source that support(s) the information in the illustration. <p>Rubric/Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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