Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: **REASONING & EVIDENCE:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	
Clarifications	Items require **students** to analyze a text (or texts) by making inferences or drawing conclusions about relationships between events, procedures, ideas, or concepts; author's line of reasoning, etc. Additionally, students will apply reasoning to justify that analysis by identifying supporting evidence within the text(s). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI-8 Explain how an author uses reasons and evidence to support particular points in a text. RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 3
Stimuli/Passages	Each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can

	be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.
Allowable Item Types	Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
Task Model 1 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 3	Task Description: This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences OR conclusions about the text, OR 3) apply faulty reasoning about the text. The item stem of PART B will pose a question about the details that support the inference made OR conclusion drawn in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to draw the conclusion OR make the inference. The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the inference made OR conclusion drawn. The distractors will be a line or lines taken directly from the text that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made OR conclusion drawn. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two. Target Evidence Statements: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. Lead-in: This question has two parts. First, answer part A. Then, answer part B. Appropriate Stems for PART A: • Which of these inferences about the [provide example of author's use of information/point of view/purpose] is supported by the passage? • What inference can be made about the [provide example of author's use of information/purpose]?

	• What inference can be made about the author's opinion of [provide idea/concept in the text]? • Which of these conclusions about the [provide example of author's use of information/point of view/purpose] is supported by the passage? • What conclusion can be drawn about the [provide example of author's use of information/purpose]? • What conclusion can be drawn about the author's opinion of [provide idea/concept in the text]? • What did the author **most likely** mean by using [provide target detail]? • Read the [sentence(s)/paragraph(s)]. [excerpted text] What did the author **most likely** mean by using [provide target detail] in the text? **Appropriate Stems for PART B:** • Which the [sentence(s)/paragraph(s)] from the passage **best** support(s) your answer in part A? • Which the [sentence(s)/paragraph(s)] from the passage **best** show(s) the [inference made/conclusion drawn] in part A? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide example of the author's use of information/point of view/purpose] in [title text #1]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide example of the author's use of information/point of view/purpose] in [title text #1]? **PART B:** • Which [sentence(s)/paragraph(s)] from [title text #1] **best** support(s) your answer in part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 2 Item Type: Hot Text, select text (ST) DOK: 3	Task Description: This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to make an inference OR draw a conclusion about the text. The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that reflects an inference made or conclusion drawn about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous inferences or conclusions about the text, OR 3) apply faulty reasoning about the text. The item stem of PART B will prompt the selection of details from the text that support the inference made OR conclusion drawn in PART A. The part of the item will provide students the opportunity to identify the textual evidence used to make the inference or draw the conclusion. The answer choices of PART B will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the inference made or conclusion drawn. The distractors will be details that 1) support an erroneous inference OR conclusion OR 2) do not directly support the inference made or conclusion drawn. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. Lead-in: This question has two parts. First, answer part A. Then, answer part B. Appropriate Stems for PART A: • Click on the sentence that gives the best inference about the [provide example of author's use of information/point of view/purpose] that is supported by the passage. • Click on the sentence that gives the best inference that can be made about the author's opinion of [provide idea/concept in the text]. • Click on the sentence that gives the best conclusion that can be drawn about the [provide example author's use of information/point of view/purpose] that is supported by the passage. • Click on the sentence that gives the best conclusion that can be drawn about the author's opinion of [provide idea/concept in the text].

	• Click on the sentence that **best** describes what the author **most likely** meant by using [provide target detail] in the text. **Appropriate Stems for PART B:** • Click the [sentence(s)/paragraph(s)] from the passage that **best** support(s) your answer in part A. Choose **one** answer. [excerpt from text] **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** **PART A:** • Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide example of the author's use of information/point of view/purpose] in [text #1 name]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide example of the author's use of information/point of view/purpose] in [title text #1]? **PART B:** • Click on the [sentence(s)/paragraph(s)] from [text #1 name] that **best** support(s) your answer in part A. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.** Note that the selectable text of Part A mirrors a single-response multiple choice item and of Part B is a whole, continuous section of text. The following question has two parts. First, answer part A. Then, answer part B. *Part A* Click on the sentence that **best** provides a conclusion that can be drawn about ideas in the text. A. [*Pong* suffered disappointments after each accomplishment it made in the gaming industry.] B. [*Pong* developed from a simple idea into a complex game that attracted people from all areas.] C. [*Pong* helped drive the success of the most profitable company to first produce gaming systems.] D. [*Pong* was the start of a popular gaming industry that was not able to maintain its triumphant achievements.] *Part B* Click on the sentence from the text that **best** supports your answer in part A. [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	
Task Model 3 Item Type: Short Text, constructed response (WR) DOK: 3	**Task Description:** The item will prompt the student to make an inference OR draw a conclusion about events, ideas, concepts, procedures or point of view, etc., in the text AND support that analysis with details from the text. The **item stem** will prompt the student to 1) make an inference about the text and support their response with evidence from the text or 2) draw a conclusion from the text and support their response with evidence from the text. Short text items require students to cite specific textual evidence to support ideas drawn from the text(s). Note: Constructed Response (Short Text) items will be written to long informational passages. **Examples** will reflect common student responses. **Target Evidence Statements**: 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion. **Appropriate Stems:** • What inference can be made about the [provide example of author's use of information/point of view/purpose]? Use key details from the passage to support and explain your answer. • What inference can be made about the author's opinion about [provide idea/concept in the text]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about the [author's use of information/point of view/purpose]? Use key details from the passage to support and explain your answer. • What conclusion can be drawn about the author's opinion about [provide idea/concept in the text]? Use key details from the passage to support and explain your answer. • What did the author **most likely** mean by using [provide target detail] in the text? Use key details from the passage to support and explain your answer. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2]. [excerpt from text] Based on this information, [what inference can be made/what can a reader infer] about [provide example of the author's use of

information/point of view/purpose] in [title text #1]? Support and explain your answer with key details from [title text #1/both passages].

- Read the [sentence(s)/section(s)/paragraph(s)] from [title text #2].

  [excerpt from text]

  Based on this information, [what conclusion can be drawn/what can a reader conclude] about [provide example of the author's use of information/point of view/purpose] in [text #1 name]? Support and explain your answer with key details from [title text #1/both passages].

Scoring Notes:

Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to make a clear inference/draw a conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to make an inference/draw a conclusion • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the inference/conclusion with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to make an inference/draw a conclusion OR • Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text OR • Gives an inference/draws a conclusion but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Exemplar
2	The response: - Gives sufficient evidence of the	Ashley and Alice are more than just sisters; they are friends. Ashley refers to Alice as her "bestie" and knows

		ability to make a clear inference about the sisters' relationship: - Includes specific examples/details that make clear reference to the text Details can include, but are not limited to: --- Ashley commenting on Alice's tendency to be late --- Ashley surprising Alice with the trip's destination --- Ashley calling Alice “bestie” --- Alice accepting Ashley's “abstract” personality and trusting her despite it --- Alice deciding to relax and enjoy the ride --- Alice wanting to go to the same college Ashley attends - Adequately explains inference with clearly relevant information based on the text	how much her sister wants to get into the same college she attends. Alice accepts her sister's “abstract” personality and trusts her enough to “sit back, relax, and enjoy the ride,” even though she doesn't know where they are going.
	1	The response: - Gives limited evidence of the ability to make an inference - Includes vague/limited examples/details that make reference to the text like those identified in the two-point rationale - Provides a limited explanation of the inference with vague/limited information based on the text	Alice and Ashley are close. They know a lot about each other, including their habits, likes, and dislikes.
	0	A response: - Gives no evidence of the ability to make an inference OR - Gives an inference but includes no examples or no examples/details that make reference to the text OR - Gives an inference but includes no explanation or relevant information from the text	Alice and Ashley are sisters.