

<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.</b></p>	
<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</p>	
<p><b>Clarifications</b></p>	<p><b>Target 6a</b></p> <ul style="list-style-type: none"> <li>• Items for this target must have a setup that establishes audience, purpose (argument), and context/task.</li> <li>• No item stems should promote formulaic writing</li> <li>• Style should be appropriate for audience, purpose, and task.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>compose</b> a brief text (one to three paragraphs) for a specific purpose by providing supporting reasons to support an opinion that are appropriate for an opinion text.</li> <li>• Supporting evidence includes surveys (formal or informal), expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence.</li> <li>• Organization items focus on the student’s ability to <b>compose</b> a brief text (one to three paragraphs) by providing an opinion and supporting reasons, and conclusions appropriate for an argument.</li> <li>• Student Notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. They should not be complete sentences). A heading should be provided with the statement: <i>The student has taken the following notes from a trustworthy source:</i></li> </ul> <p><b>Target 6b</b></p> <ul style="list-style-type: none"> <li>• <b>Note:</b> This target asks students to revise, <i>not</i> edit, which is Target 9.</li> <li>• <b>Note:</b> Items for this target focus on revision <b>at the sentence or paragraph level</b>, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8.</li> <li>• No item stems should promote formulaic writing.</li> <li>• Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem.</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b>underlined or otherwise specified</b> aspect of the text’s evidence/elaboration or organization. Items for this target must have a setup that establishes audience, purpose (argument), and context/task.</li> <li>• Elaboration/evidence items focus on the student’s ability to <b>revise</b> a brief text by identifying appropriate reasons to support opinions.</li> <li>• Supporting evidence includes surveys (formal and informal), expert and/or research information, etc. Personal examples</li> </ul>

English Language Arts Specification: Grade 4 Claim 2 Targets 6a and 6b

	<p>and anecdotal information can be used but should not substitute for authoritative evidence.</p> <ul style="list-style-type: none"> <li>Organization items focus on the student's ability to <b>revise</b> a brief text by providing <b>opinion</b> and supporting reasons, transitions to connect reasons to <b>opinions</b>, and conclusions appropriate for an argument.</li> </ul>
<b>Standards</b>	<p><b>Target 6a</b></p> <p><b>W-1a</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p><b>W-1b</b> <u>Provide reasons that are supported by facts and details.</u></p> <p><b>W-1c</b> <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p><b>W-1d</b> <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 6b</b></p> <p><b>W-1a</b> <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p><b>W-1b</b> <u>Provide reasons that are supported by facts and details.</u></p> <p><b>W-1c</b> <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p><b>W-1d</b> <u>Provide a concluding statement or section related to the opinion presented.</u></p>
<b>Depth of Knowledge</b>	<p><b>Target 6a</b> DOK 3</p> <p><b>Target 6b</b> DOK 2</p>
<b>Stimuli/Passages</b>	<ul style="list-style-type: none"> <li>Stimuli for this target will be brief opinion texts (one to three paragraphs), ranging between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length).</li> <li><b>Note:</b> While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Appeal to emotion is inappropriate in argument.</li> </ul>
<b>Stimuli/Text Complexity</b>	<ul style="list-style-type: none"> <li>The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured.</li> </ul>

- The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)
  - The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates/repeats, or summarizes the topic sentence). When stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.).
  - The stimulus should be written as if it were part of a larger piece of writing.
  - For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.
  - Stimuli should reflect a variety of opinion forms such as grade-appropriate essay, editorial (not letter to editor), etc.
  - For 6a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.
- Guidelines for Student Notes:**
- The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.
  - While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus.
  - Notes should be presented in an authentic a manner as possible and should not lend themselves to being listed or copied and pasted directly into the student responses. To that end, notes should **NOT** be:
    - written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
    - presented in any particular order.
    - grammatically parallel.
  - Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: *The student has taken the following notes from a trustworthy source:*
  - Students should **not** be expected to include all notes in their responses.
  - Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have already been paraphrased.
  - There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.

- Students will need to select the appropriate details/evidence to include. While not being purposely irrelevant or misleading, not all notes will necessarily serve the student’s purpose for the task. For example, while an overall stimulus written for older students might be about both a given problem (e.g., invasive species) and its solution, the task might call for the student to address only a solution. Therefore, not all the notes will be applicable to the task.
- Guidelines for notes that provide evidence:
  - Avoid giving reasons as notes (which the students can just copy into their responses).
  - Examples of types of notes that may be provided include:
    - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
    - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
    - citations/information from credible publications
    - statistics

**Sample grade 5 informational item with student notes:**

A student is writing a report for science class about ways to model good health. Read the introduction and the first sentence of the next paragraph of the draft. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making the right choices. These choices can help determine how much energy a person has and even how long he or she lives.

What do we need to do to stay healthy?

The student has taken the following notes from a trustworthy source:

<b>NOTES</b>	
<p>Exercise –</p> <ul style="list-style-type: none"> <li>• school nurse: “most important factor in weight control”</li> <li>• doesn’t have to be formal club/team</li> <li>• 30 minutes day – at least!</li> </ul> <p>NO sugary or fried foods fruits, vegetables, chicken, fish (at least 80% of diet) Do physical stuff during recess, not just games/cards Pre-teens = 8 hrs sleep per day fat no more than 30% ALL calories</p>	<p>- The notes provide plenty of ideas on both diet and exercise, on which the writer can develop and elaborate.</p> <p>- As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel.</p> <p>- The notes provide some evidence in the form of facts and statistics that are well within a 5<sup>th</sup> grader’s experience (school nurse as expert, accessible information from the food pyramid, etc.).</p>

English Language Arts Specification: Grade 4 Claim 2 Targets 6a and 6b

	Choose relevant facts and details from the student’s notes to develop a paragraph beginning with the <u>underlined</u> sentence.
<b>Accessibility Concerns</b>	Students will be required to read brief opinion texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech to text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
<b>Evidence Required</b>	<p><b>Target 6a Write Brief Texts</b></p> <p><b>1. (Organization)</b> The student will use information provided in a stimulus to <b>organize</b> opinion text by</p> <ul style="list-style-type: none"> <li>a. providing an opening that states an opinion about a topic</li> <li>b. providing an opening that establishes a context</li> <li>c. organizing supporting evidence/reasons and elaboration</li> <li>d. using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>e. developing an appropriate conclusion related to the opinion presented</li> </ul> <p><b>2 (Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> or <b>elaborate on</b> a designated part of an opinion text by</p> <ul style="list-style-type: none"> <li>a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided)</li> </ul> <p><b>Target 6b Revise Brief Texts</b></p> <p><b>1 (Organization)</b> The student will <b>revise</b> opinion text by <b>identifying</b> improved organizational elements such as</p> <ul style="list-style-type: none"> <li>a. providing an opening that states an opinion about a topic</li> <li>a. providing an opening that establishes a context</li> <li>b. organizing supporting evidence/reasons and elaboration*</li> <li>c. using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>d. developing an appropriate conclusion related to the opinion presented</li> </ul> <p><b>2 (Elaboration)</b> The student will <b>revise</b> complex opinion text by <b>identifying</b> the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>a. developing the opinion with supporting evidence/reasons and elaboration</li> <li>b. deleting details that do not support the opinion*</li> </ul> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p>
<b>Allowable Item Types</b>	<p><b>Target 6a:</b> Written Response</p> <p><b>Target 6b:</b> Multiple Choice, single correct response; Multiple Choice, multiple selected response; Hot Text, selected response; Hot Text, reorder text</p>

English Language Arts Specification: Grade 4 Claim 2 Targets 6a and 6b

<p><b>Note:</b> Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.</p>	
<p><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Target 6a Write Brief Texts</b>  <b>Item Type: Written Response</b>  <b>DOK 3</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level and content appropriate, as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a response. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (grade-appropriate essay, editorials, etc.). <b>Note:</b> While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions.</p> <p>Refer to the Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p>Forms/audiences should be familiar to students or explained in context (e.g., science fair, a contest where science projects are displayed and judged). Stimulus should range between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length.</p> <p>Student notes should</p> <ol style="list-style-type: none"> <li>a. be boxed.</li> <li>b. be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying).</li> <li>c. <b>not</b> be complete sentences;</li> <li>d. <b>not</b> be grammatically parallel.</li> </ol> <p>A heading preceding the notes should read: <i>The student has taken the following notes from a trustworthy source:</i> [Note: it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items] Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes.</p> <p><b>Task Description:</b> The stem will direct the student to develop one or two opinion paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> opinion text by             <ol style="list-style-type: none"> <li>a. providing an opening that states an opinion about a topic</li> <li>b. providing an opening that establishes a context</li> <li>c. organizing supporting evidence/reasons and elaboration</li> <li>d. using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>e. developing an appropriate conclusion* related to the opinion presented.</li> </ol> </li> </ol>

\*Be sure that the stimulus clearly lacks an effective conclusion.

**2 (Elaboration)** The student will use information provided in a stimulus to **develop or elaborate** on a section of opinion text by

- a. developing the opinion with supporting evidence/reasons and elaboration (from notes provided)

**Appropriate Stems: Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason.

**(Organization)**

A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about \_\_\_\_\_. Read the draft of the \_\_\_\_\_ and complete the task that follows. [Insert text]

- The beginning\* of the student's [article, letter, etc.] does not state a clear opinion. Write an opening paragraph that clearly states the opinion and explains what the topic is about.
- The student's draft does not have a conclusion. Write a paragraph that concludes\* the [article, letter, etc.] supporting an opinion about\_\_\_\_\_.

\*Be sure the stimulus clearly needs an introduction/conclusion.

**(Elaboration)**

A student is writing a(n) [opinion article or letter] about\_\_\_\_\_] for the [teacher, class, principal, etc.] about \_\_\_\_\_. Read the draft of the \_\_\_\_\_ and complete the task that follows. [Insert text] **Note:** Stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or similar fictitious, but factually accurate, source. For items written to this type of stimulus, students should either quote directly from the source (assuming they've already been paraphrased) or integrate information using their own words when referencing the sources. They do not need to cite sources.

- The student needs to add more support for the opinion in the [letter, article, etc.]. Add information\* (or evidence or reasons, depending on content of student notes) from the student's notes to support [the underlined opinion, etc.]. **Note:** stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined\* part] between paragraphs 1 and 2;" or "[the underlined\* part] at the end of paragraph 3;" or by asking students to complete a paragraph that has been started (and underlined\*) for them.
- The student needs to add more support for the underlined [reason, etc.] in the [letter, article, etc.]. Using information from the student's notes, write one [or two] paragraph(s)\* adding evidence/reasons to support the underlined opinion.

\* Questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter; rather, the additional paragraph(s) should elaborate on existing information. For example, if an introductory paragraph is given, there should also be at least one other paragraph (or the

	<p>beginning of a paragraph) for the student to add to, develop, or elaborate on. For elaboration items, students should never be required to “conclude” a piece of writing.</p> <p><b>Rubric/ Scoring Rules:</b>                  2, 1, 0 Points: the rubric needs to be item specific for organization and elaboration brief writes. <b>Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)</b></p> <p><b>Organization—Introduction</b></p> <p><b>2 points</b>                  The response</p> <ul style="list-style-type: none"> <li>• establishes an adequate opinion that reflects the body of writing as a whole</li> <li>• provides adequate information to frame the opinion about the topic to put it into context</li> <li>• does more than list reasons to support opinion—not formulaic</li> <li>• connects smoothly to the body paragraph</li> </ul> <p><b>1 point</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides a partial or limited opinion</li> <li>• provides an opinion that partially reflects the body of writing as a whole</li> <li>• may provide limited and/or extraneous information to frame the opinion about the topic to put it into context</li> <li>• may just list supporting reasons—formulaic</li> <li>• provides a limited and/or awkward connection to the body paragraph</li> </ul> <p><b>0 points</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides no opinion or provides an opinion that is not appropriate based on the body of writing as a whole</li> <li>• provides irrelevant or no information to frame to opinion about the topic to put it into context</li> <li>• provides no connection to the body paragraph</li> </ul> <p><b>Organization—Conclusion</b></p> <p><b>2 points</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides an adequate conclusion that follows from and supports the opinion presented in the body of writing as a whole or provides an answer as to why this opinion is important or what should happen</li> <li>• does more than restate or summarize the reasons—not formulaic</li> <li>• provides adequate connections and/or progression of ideas to contribute to coherence</li> </ul> <p><b>1 point</b>                  The response</p> <ul style="list-style-type: none"> <li>• provides a limited conclusion that is partially related to the opinion presented in the body of writing as a whole</li> <li>• lists, restates, or summarizes the reasons—formulaic</li> <li>• provides an awkward or partial connection and/or limited progression of ideas</li> </ul>
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	<p><b>0 points</b> The response</p> <ul style="list-style-type: none"> <li>• provides no conclusion or a conclusion that is minimally related to the opinion and the body of writing as a whole</li> <li>• may restate random and/or incorrect reasons or just restate the opinion</li> <li>• provides no connection or progression of ideas</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response</p> <ul style="list-style-type: none"> <li>• develops adequate supporting reasons/details and/or evidence from the student notes</li> <li>• does more than list supporting reasons or details</li> <li>• adequately elaborates opinion/reasons using precise words/language</li> </ul> <p><b>1 point</b> The response</p> <ul style="list-style-type: none"> <li>• provides mostly general and/or limited supporting reasons/details and/or evidence, which may be extraneous or loosely related</li> <li>• lists supporting reasons/details and/or evidence with limited elaboration</li> <li>• partially elaborates opinion/reasons using general words/language</li> </ul> <p><b>0 points</b> The response</p> <ul style="list-style-type: none"> <li>• provides minimal or no supporting reasons/details and/or evidence from the student notes</li> <li>• provides supporting reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text</li> <li>• provides no appropriate elaboration and/or may use poor word choice for audience and purpose</li> </ul>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level, as if written by a student. Text will be brief—one to three paragraphs. Text should be a model of good writing. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (grade-appropriate essay, editorials, etc.). <b>Note:</b> While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <u>underlined</u> or otherwise specified aspect of the text’s evidence/elaboration or organization. <b>Answer choices</b> will present four options. The <b>correct answer</b> will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b></p> <p><b>1 (Organization)</b> The student will <b>revise</b> opinion text by <b>identifying</b> improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting evidence/reasons and elaboration*</li> <li>• using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>• developing an appropriate conclusion related to the opinion presented</li> </ul> <p><b>2 (Elaboration)</b> The student will <b>revise</b> complex opinion text by <b>identifying</b> best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons and elaboration</li> <li>• deleting details that do not support the opinion*</li> </ul> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>  A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>• [Embed short stimulus with a missing introduction] The opinion [letter, etc.] is missing an introduction. Choose the sentence that <b>best</b> states the opinion of the [article, letter, etc.].</li> <li>• [Embed short stimulus with an underlined ineffective/inappropriate</li> </ul>

	<p>introduction] The [letter, article, etc.] does not state a clear opinion. Choose the sentence that best replaces the first sentence.</p> <ul style="list-style-type: none"> <li>• [Embed short stimulus with a missing or inappropriate conclusion] Choose the sentence that gives the <b>best</b> conclusion to the student’s opinion [article, letter, etc.].</li> </ul> <p><b>(Elaboration)</b>  A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of the ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>• Choose the sentence that adds the <b>best</b> evidence/reason to support [the <u>underlined</u> reason/opinion]. <b>Note:</b> stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</li> <li>• Choose the sentence that <b>best</b> develops [or supports or explains] [the <u>underlined</u> reason/sentence (or <u>underlined</u> text at the end of paragraph 2, etc.)].</li> </ul> <p><b>Scoring Rules:</b> Correct = 1 point, other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (essay, editorials, etc.). <b>Note:</b> While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to revise the text to improve some specified <u>underlined</u> aspect of the text’s development or organization. <b>Answer choices</b> for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  (Note: There are no organization items for this task model.)</p> <p><b>(Elaboration)</b> The student will <b>revise</b> complex opinion text by identifying best use of elaboration techniques such as</p> <ol style="list-style-type: none"> <li>a. developing the opinion with supporting evidence/reasons and elaboration</li> <li>b. deleting details that do not support the opinion*</li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>• Choose <b>two</b> sentences that add the <b>best</b> reasons/pieces of evidence to support [the one <u>underlined</u>* writer’s opinion or idea or reason]. <b>Note:</b> stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u>* part] between paragraphs 1 and 2,” or “after [the <u>underlined</u>* part] at the end of paragraph 3,” etc.</li> <li>• Choose the <b>two</b> sentences that would <b>best</b> [develop or support or</li> </ul>

## English Language Arts Specification: Grade 4 Claim 2 Targets 6a and 6b

	<p>explain] [the <u>underlined</u>* reason/sentence/evidence (or <u>underlined</u>* <u>text</u> at the end of paragraph 2, etc.)].</p> <p><b>Note for all:</b> Students choose two answer choices to support one <u>underlined</u> opinion, reason, etc.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 4</b>  <b>Target 6b Revise Brief Texts</b>  <b>Item Type: Hot text, select text</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (opinion), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level, as if written by a student. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (essay, editorials, etc.). <b>Note:</b> While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words.</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1 <b>(Organization)</b> The student will <b>revise</b> opinion text by <b>identifying</b> improved organizational elements such as             <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting evidence/reasons and elaboration*</li> <li>• using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>• developing an appropriate conclusion related to the opinion presented</li> </ul> </li> <li>2 <b>(Elaboration)</b> The student will <b>revise</b> complex opinion text by <b>identifying</b> best use of elaboration techniques such as             <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons and elaboration</li> <li>• deleting details that do not support the opinion*</li> </ul> </li> </ol> <p><b>*Note:</b> Items aligned to organization present reasons and evidence that are out of order <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>  A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>• [Insert paragraph of 4-5 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not</li> </ul>

	<p>the best beginning for the opinion [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the <b>best</b> beginning for this [opinion letter, article, etc.].</p> <ul style="list-style-type: none"> <li>• [Insert <b>one <u>underlined</u></b> pair of transition words within text]. For the <u>underlined</u> pair of words, click on the <b>best</b> word(s)* to connect the writer's reasons to the opinion, [or supporting information (e.g., examples) to the reason; or make the writer's message clear, etc.] in the student's [letter, etc.]. <b>Note:</b> Limit to one pair of words at this grade. Also note that the <u>underlined</u> pairs can be single words* (e.g., "finally") or short phrases* (e.g., "at last").</li> </ul> <p><b>(Elaboration)</b> A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text]</p> <ul style="list-style-type: none"> <li>• [Embed paragraph, etc. with one sentence that is irrelevant, contradictory, or does not support the opinion] Click on one sentence [in paragraph #] that should be deleted because it does <b>not</b> support the <u>underlined</u> opinion.</li> </ul> <p><b>Scoring Rules:</b> All correct = 1 point, other = 0 points.</p>
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