

<p><b>Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b></p>	
<p><b>Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).</p>	
<p><b>Clarifications</b></p>	<p><b>Clarifications for the Item Writers:</b></p> <ul style="list-style-type: none"> <li>• Target 2 will assess analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information. Target 3 will assess evaluating a list of sources for accuracy and credibility. Target 4 will assess selecting evidence to support arguments, ideas, or analyses.</li> <li>• 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.</li> </ul>
<p><b>Standards</b></p>	<p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RI-6</b> <u>Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</u></p> <p><b>RI-8</b> <u>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> <p><b>RI-9</b> <u>Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p> <p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p><b>RH-2</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</u></p> <p><b>RST-2</b> <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u></p> <p><b>RH-7</b> <u>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</u></p> <p><b>RST-7</b> <u>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</u></p> <p><b>RH-8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p><b>RST-8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p><b>RH-9</b> <u>Analyze the relationship between a primary and secondary source on the same topic.</u></p> <p><b>RST-9</b> <u>Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and</u></p>

	<p><u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and providing basic bibliographic information for sources.</p> <p><b>WHST-8</b> <u>Gather relevant information from multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>WHST-9</b> <u>Draw evidence from informational texts to support analysis, reflection, and research.</u></p>
<b>Depth of Knowledge</b>	CAT items will be DOK 2.
<b>Stimuli</b>	<p>Claim 4 stimuli are discrete and written by the item writer. Primary source material may be from public domain documents. Most Claim 4 stimuli should appear to be excerpts from research sources. Examples of Claim 4 stimuli in grade 6 may include, but are not limited to, journal articles, informational books/websites, paired excerpts on the same topic, or primary and secondary sources. 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 acknowledgement to the actual researcher or university included in the stimulus. The exception to this would be items in which the item writer has crafted a study that was performed by middle school or high school students. In-line citations (parenthetical referencing) should not be used. Titles and brief pieces of author information should be included along with the source label if the information is needed for the task. For primary sources, a brief explanation of the type of source and author may need to be provided to indicate the type of primary source. (e.g., Source 1: Diary Entry by _____, a person who saw the event.) 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 225 words for the middle school grade band.</p>
<b>Stimuli/Text Complexity</b>	<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>
<b>Accessibility Concerns</b>	<p>Students will be required to read brief text stimuli and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye scanning capabilities. Students who are visually impaired</p>

	<p>or blind may need enlarged or brailled text and descriptions of pictures and art. 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><b>Evidence Required</b></p>	<ol style="list-style-type: none"> <li>1. The student will analyze information within and among sources of information.</li> <li>2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</li> </ol>
<p><b>Allowable Item Types</b></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> </ul>

Task Model	
<p><b>Task Model 1</b>                      Item Type: Multiple Choice, Single Correct Response                      DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8, WHST-8</b></p> <p><b>CAT Secondary Standard Alignment: RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9</b></p> <p><b>Stimulus:</b>                      The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G6.T2.A: Two Sources on the Same Topic</b>                      This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using author’s opinions.</p> <p><b>Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic</b>                      This stimulus should be a primary source and a secondary source the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources.</p> <p><b>Stimulus: G6.T2.C.a: Informational Source</b>                      This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed visually (in a flowchart, diagram, or table). That information should lend itself to paraphrasing.</p> <p><b>Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table</b>                      This stimulus should be a flowchart, diagram, or table that visually expresses the information found in <b>Stimulus G6.T2.C.a</b>.</p> <p><b>Stimulus: G6.T2.D.a: Informational Source</b>                      This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information should lend itself to paraphrasing.</p> <p><b>Stimulus: G6.T2.D.c: Experiment Results</b>                      This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a.</p> <p><b>Task Description:</b>                      The test taker will be presented with two sources on the same topic. The <b>item stem</b> will pose a question asking the test taker to choose the note that correctly paraphrases and integrates the information from both sources.                      The <b>answer choices</b> will present four notes related to the sources. Each note should be at least one sentence that a) paraphrases and integrates information from both sources or b) paraphrases information that is present in one source,</p>

but not both. 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. An example of appropriate credit would be “according to Dr. Smith” or “in a study by Indiana University.” To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. 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., two short, two long). Order the answer choices from shortest to longest.

The **correct answer choice** will be the note that correctly paraphrases and integrates information from both sources.

**Distractors** will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that omits an important piece of information, 4) a paraphrased note that is an opinion or speculation, 5) a paraphrased note that includes information that is prior knowledge and not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not both sources, 7) a note that plagiarizes language by using too much of the wording of the source (no more than one plagiarized distractor for this item type), 8) a paraphrased note that plagiarizes the ideas in one or both sources, and/or 9) a paraphrased note that is a misinterpretation of the information in one or both sources.

**Rationales** should state the justification for why the plausible distractor is incorrect.

**Target Evidence Statement:**

The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

**Appropriate Stems:**

- **Lead-in:** A student is writing a report about <topic>. Read both sources and the directions that follow.

**Stimulus: G6.T2.A: Two Sources on the Same Topic,**

**Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,**

**Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table, or**

**Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results**

**Stem:**

- The student took notes about information in the sources. Which note correctly paraphrases information by combining details from **both** sources?

**Scoring Rules:**

Correct response: 1 point; Incorrect response: 0 points

<p><b>Task Model 2</b>                  Item Type: Multiple Choice, Single Correct Response                  DOK Level 2</p>	<p>This task model has been deleted.</p>
<p><b>Task Model 3</b>                  Item Type: Multiple Choice, Single Correct Response                  DOK Level 2</p>	<p>This task model has been deleted.</p>
<p><b>Task Model 4</b>                  Item Type: Multiple Choice, Multiple-Correct Response                  DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8, WHST-8</b></p> <p><b>CAT Secondary Standard Alignment: RH-2, RST-2, RH-7, RST-7, RH-9, RST-9, W-9, WHST-9</b></p> <p><b>Stimulus:</b>                  The stimuli will follow the Claim 4 stimulus specifications. All stimuli will be informational for this model. The types of stimuli that are allowable for this model are listed below.</p> <p><b>Stimulus: G6.T2.A: Two Sources on the Same Topic</b>                  This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using author’s opinions.</p> <p><b>Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic</b>                  This stimulus should be a primary source and a secondary source the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources.</p> <p><b>Stimulus: G6.T2.C.a: Informational Source</b>                  This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed visually (in a flowchart, diagram, or table). That information should lend itself to paraphrasing.</p> <p><b>Stimulus: G6.T2.C.b: Flowchart, Diagram, or Table</b>                  This stimulus should be a flowchart, diagram, or table that visually expresses the information found in <b>Stimulus G6.T2.C.a</b>.</p> <p><b>Stimulus: G6.T2.D.a: Informational Source</b>                  This stimulus should be an informational text that a student found on the topic mentioned in the lead-in. The source should contain a piece of information that can be expressed in experiments or multimedia sources. That information</p>

	<p>should lend itself to paraphrasing.</p> <p><b>Stimulus: G6.T2.D.c: Experiment Results</b> This stimulus should be results a student found/collected on an experiment that can be compared to the information found in Stimulus: G6.T2.C.a.</p> <p><b>Task Description:</b> The test taker will be presented with two sources on the same topic. The <b>item stem</b> will pose a question asking the test taker to choose the notes that correctly paraphrase and integrate the information from both sources. The <b>answer choices</b> will present six to eight paraphrased notes related to the sources; regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Each note should be at least one sentence that a) paraphrases and integrates information from both sources or b) paraphrases information that is present in one source, but not both. 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. An example of appropriate credit would be “according to Dr. Smith” or “in a study by Indiana University.” To avoid clueing, the options should either contain no wording from the stem/stimulus/source or use a balance of wording across the options. 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 notes that correctly paraphrase and integrate the information from both sources.</p> <p><b>Distractors</b> will reflect common student errors. Plausible distractors for this model might include: 1) a non-objective paraphrased note, 2) an inaccurate paraphrased note based on prior knowledge or opinion, 3) a paraphrased note that is omitting 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 not from the sources, 6) a paraphrased note that reflects information that is presented in one source, but not 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.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect.</p> <p><b>Target Evidence Statement:</b> The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a report about &lt;topic&gt;. Read both sources and the directions that follow. <b>Stimulus: G6.T2.A: Two Sources on the Same Topic,</b> <b>Stimulus: G6.T2.B: Historical Primary and Secondary Sources on the Same Topic,</b></li> </ul>
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	<p><b>Stimulus: G6.T2.C.a: Informational Source and Stimulus: G6.T2.C.b: Flowchart, Diagram, Table, or Stimulus: G6.T2.D.a: Informational Source and Stimulus: G6.T2.D.c: Experiment Results</b></p> <p><b>Stem:</b></p> <ul style="list-style-type: none"> <li>○ The student took notes about information in the sources. Choose [two/three] notes that correctly paraphrase information by combining details from <b>both</b> sources.</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 5</b> Item Type: Multiple Choice, Multiple Correct Response DOK Level 2</p>	<p><b>This task model has been deleted.</b></p>
<p><b>Task Model 6</b> Item Type: Hot Text, Select Text DOK Level 2</p>	<p><b>CAT Primary Standard Alignment: W-8, WHST-8</b></p> <p><b>CAT Secondary Standard Alignment: RH-1, RST-1, W-9, WHST-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 <b>stimulus</b> specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G6.T2.A: Two Sources on the Same Topic</b> This stimulus should be two informational texts the student found on the topic mentioned in the lead-in. Both sources should lend themselves to paraphrasing. Although the sources are on the same topic, they should not contain the same explicit information. A connection should be able to be made by the test taker between the information in both sources. Avoid using author’s opinions.</p> <p><b>Stimulus: : G6.T2.F: Two Sources on the Same Topic with Original Ideas</b> This stimulus should be two sources that contain original or creative ideas. Although the stimulus may contain some content that is common knowledge, there must also be original ideas (e.g., an article about being green that suggests repurposing an old trashcan as a dog food container).</p> <p><b>Task Description:</b> The test taker will locate sentences in a student paragraph that are plagiarized from either source. The <b>item stem</b> will ask the test taker to click on sentences from the student’s paragraph (delimited text) that plagiarize an idea. The <b>delimited text</b> should be a paragraph from a student report which is on the same topic as the source texts. The paragraph should mix sentences of original student ideas and language that paraphrase the stimuli information with sentences of plagiarized ideas from the sources. There should be a total of six to eight pieces of text that are delimited; regardless of the number of answer options, the correct responses must equal less than half of the total answer</p>

	<p>options.</p> <p>The <b>correct answer choices</b> will be one or more sentences that have plagiarized an idea from the source text. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p><b>Distractors</b> are the delimited sentences that reflect correct student writing that hasn't been plagiarized. 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) an inaccurate paraphrased sentence(s)/piece(s) of text based on prior knowledge or opinion, but are found in the sources, 2) sentence(s)/piece(s) of text that are not directly related to the original stimulus idea, and/or 3) sentence(s)/piece(s) of text that are a direct quotation of the source using quotation marks and acknowledging the author in the text.</p> <p><b>Rationales</b> should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.</p> <p><b>Target Evidence Statement:</b> The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</p> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• <b>Lead-in:</b> A student is writing a research report about &lt;topic&gt; for &lt;audience&gt;. Read the trustworthy sources that the student found and the directions that follow. <b>Stimulus: G6.T2.A: Two Sources on the Same Topic, or Stimulus: G6.T2.F: Two Sources on the Same Topic with Original Ideas</b> <b>Stem:</b> <ul style="list-style-type: none"> <li>○ The student wants to include information from the sources in [his/her] report but does not want to plagiarize the authors' ideas from the sources. Read the paragraph from the student's report. Click on <b>[one/two/three]</b> sentence(s) in the paragraph that [is/are] plagiarized.</li> </ul> </li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 7</b> <b>Item Type: Hot Text, Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: RI-8</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, W-8, WHST-8, W-9, WHST-9</b></p> <p><b>Stimulus:</b> 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><b>Stimulus: G6.T2.H: No Stimulus</b></p> <p><b>Task Description:</b> The test taker will locate sentences that are claims in (an) argumentative source(s) (delimited text) that are either supported or <u>not</u> supported by credible evidence. The <b>item stem</b> will ask the test taker to click on sentences from the argumentative source(s) (delimited text) that are either supported or not</p>

supported by credible evidence. The **delimited text** should be one or two argumentative sources that **must** contain clear claims. The sources should contain four to six claims and/or counterclaims; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. Some claims should be supported by credible evidence such as research studies or a government document/website. Some claims should not be supported by credible evidence. An example of evidence from a non-credible source would be information from a blog or information that is clearly a person's opinion and is not supported by evidence. To avoid outliers, if the correct answer is a compound or complex sentence, please ensure that there are other compound or complex sentences in the delimited text. For easier quintile achievement levels, four claims should be delimited. For medium quintile levels, at least six sentences should be delimited with at least four of the sentences being claims. For the higher achievement quintile levels, all sentences may be delimited. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited.

The **correct answer choices** will be sentences that have claims that are either supported or not supported by credible evidence. 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 should reflect common student errors. There should be at least four sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for stems asking for a claim that is **not** supported by credible evidence might include: 1) sentences that are claims supported by credible evidence, but the evidence is not as interesting as the unsupported claim, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are credible evidence for other claims. Plausible distractors for stems asking for a claim that is supported by credible evidence might include: 1) sentences that are claims supported by non-credible evidence, but the claim is interesting, 2) a topic sentence that isn't a claim but explains the main idea, and/or 3) sentences that are non-credible evidence for other claims.

**Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.

**Target Evidence Statement:**

The student will analyze information within and among sources of information.

**Appropriate Stems:**

- **Lead-in:** no lead-in

**Stimulus:** G6.T2.H: No Stimulus

**Stems:**

- A student is writing a research report about <topic>. The student found a source. Read the source and click on [one/two] claim(s) that the author make(s) that [is/are] supported by credible, or trustworthy, evidence.

	<ul style="list-style-type: none"> <li>○ A student is writing a research report about &lt;topic&gt;. The student found a source. Read the source and click on <b>[one/two]</b> claim(s) that the author make(s) that [is/are] <b>not</b> supported by credible, or trustworthy, evidence.</li> <li>○ A student is writing a research report about &lt;topic&gt;. The student found two sources. Read both sources and click on the <b>two</b> claims that are supported by credible, or trustworthy, evidence. The claims could be from one or both sources.</li> <li>○ A student is writing a research report about &lt;topic&gt;. The student found two sources. Read both sources and click on the <b>two</b> claims that are <b>not</b> supported by credible, or trustworthy, evidence. The claims could be from one or both sources.</li> </ul> <p><b>Rubric/ Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
<p><b>Task Model 8</b> <b>Item Type: Hot Text, Select Text</b> <b>DOK Level 2</b></p>	<p><b>CAT Primary Standard Alignment: RH-9, RST-9</b></p> <p><b>CAT Secondary Standard Alignment: RI-1, RH-1, RST-1, RH-2, RST-2, RST-7, W-8, WHST-8, WHST-9</b></p> <p><b>Stimulus:</b> The stimuli will follow the Claim 4 <b>stimulus</b> specifications. All stimuli will be informational for this model. The type of stimulus that is allowable for this model is listed below.</p> <p><b>Stimulus: G6.T2.I: Historical Secondary Source</b> This stimulus should be a secondary source that is on the same topic as the primary source in the delimited text. Although the secondary source and the primary source in the delimited text are on the same topic, they should not contain the same explicit information. The information in the secondary source should be able to be supported by a piece of information in the delimited text.</p> <p><b>Stimulus: G6.T2.J: Flowchart, Diagram, Table from Scientific Source</b> This stimulus should be a flowchart, diagram, or table that visually expresses information from a scientific study or experiment.</p> <p><b>Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text</b> This stimulus should be results a student found/collected on an experiment or study that is expressed in words.</p> <p><b>Task Description:</b> The test taker will locate sentences in a source that supports the information from the stimulus. The <b>item stem</b> will ask the test taker to click on sentences from Source 2 that supports the information in Source 1. The <b>delimited text</b> should be a paragraph from a source on the same topic as the stimulus. One or more sentences from the source should support the idea or information presented in the stimulus. If the stimulus is a secondary source, then the delimited text should be from a historical primary source. If the stimulus is either visual data or a textual summary from a scientific source, the delimited</p>

text should be an article or journal that is on the same scientific topic. For easier quintile achievement levels, four sentences should be delimited. For medium quintile levels, at least six sentences should be delimited. For the higher achievement quintile levels, all sentences may be delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If limiting the number of sentences that are delimited, do not just leave one sentence that is not delimited.

The **correct answer choices** will be sentences that support an idea expressed in the stimulus. **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 should reflect common student errors. There should be at least 4 sentences (three sentences for lower quintiles) that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) sentences that are interesting pieces of information, but do not support the ideas expressed in the stimulus, 2) sentences that are opinions or unsupported claims, and/or 3) sentences that use some of the same wording as the stimulus, but do not support an idea expressed in the stimulus.

**Rationales** should state the justification for why the plausible distractor is incorrect. Please provide rationales for all distractors in the delimited text.

**Target Evidence Statement:**

The student will analyze information within and among sources of information.

**Appropriate Stems:**

- **Lead-in:** A student is writing a research report about <topic> for <audience>. [He/she] found a trustworthy source. Read Source 1 and the directions that follows.  
**Stimulus: G6.T2.I: Historical Secondary Source,**  
**Stimulus: G6.T2.J: Flowchart, Diagram, or Table from Scientific Source,**  
**or**  
**Stimulus: G6.T2.K: Experiment or Study Results Expressed as Text**  
**Stems:**
  - The student found another source. Read the source. Click on [one/two] sentence(s) in Source 2 that support(s) the information presented in Source 1.
  - The student found another source. Read the source. Click on [one/two] sentence(s) in Source 2 that **best** support(s) the information presented in Source 1.

**Rubric/ Scoring Rules:**

Correct response: 1 point; Incorrect response: 0 points