

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	
Clarifications	<p>Clarifications for the Item Writer:</p> <ul style="list-style-type: none"> • 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. • 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	W-8, WHST-8 <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u>
Depth of Knowledge	CAT items will be DOK 2.
Stimuli	<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 are excerpts from research sources from various academic disciplines. Examples of Claim 4 stimuli in grade 7 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>
Stimuli/Text Complexity	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.
Accessibility Concerns	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 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.
Evidence Required	<ol style="list-style-type: none"> 1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research. 2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.
Allowable Item Types	<ul style="list-style-type: none"> • Multiple Choice; single correct response • Multiple Choice; multiple correct response

Task Models	
<p>Task Model 1: Item Type: Multiple Choice; Single Correct Response DOK level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-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 type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G7.T3.A: No Stimulus</p> <p>Stimulus G7.T3.B: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will be presented with a research plan. The item stem will pose a question asking the test taker to choose a source that a student could use that supports research. The answer choices will present four options that represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a credible source that clearly contains relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good</p>

source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person's opinion about a topic and does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) a source that is relevant, but not credible.

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

Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able to discriminate between sources that are credible and those that are not. This information may be in the form of the sources' title (article in an international science journal is more credible than a blog), the qualifications of the sources' authors, and/or the credibility of the sources' domains (org/edu/gov are more credible than com).

Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

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

Stimulus G7.T3.A: No Stimulus

- A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is a credible, or trustworthy, source that is **most likely** relevant for the topic?
- A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are credible, or trustworthy, and relevant for the topic. Which of these is **most likely** the **most useful** source for the student to use in the report?

- **Lead-in:** A student has made a plan for research. Read the plan and the directions that follow.

Stimulus G7.T3.B: Research Report Plan

Stems:

- The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed to answer the research question?
- The student needs to find a credible, or trustworthy, source with relevant information. Which [website/of these] is **most likely** the **most useful** source for the information needed for the report?
- The student needs to find a credible, or trustworthy, source with

	<p>relevant information. Which source would most likely have credible and relevant information?</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 2: Item Type: Multiple Choice; Single Correct Response</p> <p>DOK level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 3 Item Type: Multiple Choice; Single Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-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 type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G7.T3.D: Student Writing This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose a relevant source that a student could use to add information to her/his writing. The answer choices will present four options which represent digital and/or print sources. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., two short, two long). Order choices from shortest to longest. The correct answer choice will be a source that clearly contains the information from a credible source needed to add to the student writing that is presented in the stimulus. Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic and does not contain any factual evidence, and/or 4) a source that could be used in research but is not relevant to the student writing.</p>

	<p>Rationales should state the justification for why the plausible distractor is incorrect</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <subtopic>. Read the sentences from [his/her] report and the directions that follow. <p>Stimulus G7.T3.D: Student Writing Stems:</p> <ul style="list-style-type: none"> ○ Which source would most likely give the student more information for the paragraph from [his/her] report? ○ Which [website/of these] is most likely the most useful source for information to add to the paragraph from the student's report? <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, WHST-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 type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G7.T3.A: No Stimulus</p> <p>Stimulus G7.T3.B: Research Report Plan This stimulus should be a research report plan that a student has made, following this example:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><u>Research Report Plan</u> Topic: <topic> Audience: <audience> Purpose: to inform Research Question: <should reflect the central idea of report></p> </div> <p>Task Description: The test taker will select a credible source to support a research task/topic. The item stem will pose a question asking the test taker to choose a source that a student could use to support research.</p> <p>The answer choices will present six to eight options that represent digital and/or print sources; however, regardless of the number of answer options, the correct</p>

responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., three short, three long). Order choices from shortest to longest.

The **correct answer choices** will be credible sources that clearly contain relevant information or the most relevant information needed to support the research needs listed in the stem or to follow the research report plan that is presented in the stimulus. There must be at least two correct answers.

Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a good source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic and does not contain any factual evidence, 4) a source that is credible, but does not apply to the research plan or topic presented in the stem, 5) a source that appears to be related to the topic, but does not provide information to answer the research question (research plan stimulus only), and/or 6) a source that is relevant, but not credible.

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

Clarifications: When students must determine the credibility of a source, there MUST be sufficient information provided about the sources for them to be able to discriminate between sources that are credible and those that are not. This information may be in the form of the sources’ title (article in an international science journal is more credible than a blog), the qualifications of the sources’ authors, and/or the credibility of the sources’ domains (org/edu/gov are more credible than com).

Target Evidence Statement:

The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.

Appropriate Stems:

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

Stimulus G7.T3.A: No Stimulus

Stems:

- A student is [writing a research report/creating a presentation] for <audience> about <topic>. The student must use sources that are

	<p>credible, or trustworthy, and relevant for the topic. Choose [two/three] credible, or trustworthy, sources that are most likely relevant for the topic.</p> <ul style="list-style-type: none"> • Lead-in: A student has made a plan for research. Read the plan and the directions that follow. Stimulus G7.T3.B : Research Report Plan Stems: <ul style="list-style-type: none"> ○ Choose [two/three] credible, or trustworthy, sources that will most likely provide the information needed to answer the research question. ○ Choose [two/three] credible, or trustworthy, sources that will most likely provide the information needed for the report. ○ The student needs to find credible, or trustworthy, sources with relevant information. Choose [two/three] sources that would most likely have credible information for the report. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 5: Item Type: Multiple Choice; Multiple Correct Response DOK level 2</p>	<p>This task model has been deleted.</p>
<p>Task Model 6 Item Type: Multiple Choice; Multiple Correct Response DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-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 type of stimulus that is allowable for this model is listed below.</p> <p>Stimulus G7.T3.D: Student Writing This stimulus should be a piece of student writing focusing on a subtopic from a central idea. The student writing should not contain opinions.</p> <p>Task Description: The test taker will be presented with a student writing sample. The item stem will pose a question asking the test taker to choose the relevant sources that a student could use to add information to her/his writing.</p> <p>The answer choices will present six to eight options which represent digital and/or print sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. The websites should represent a list in a search engine with the website address listed to model a hyperlink and should contain one to two lines of text from the</p>

	<p>site. All website domains should be created by the item writer and should be tested to ensure that the domain name does not belong to any party. Print sources should be listed in a format that includes the type of source and a small amount of information concerning the content of the source (e.g., a dictionary that has the meaning of the word “_____,” a magazine about _____, etc.). 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 that the answer choices are about the same length, are evenly staggered or that there is a balance between them. (i.e., three short, three long). Order choices from shortest to longest.</p> <p>The correct answer choices will be sources that clearly contain the information from a credible source needed to add to the student writing that is presented in the stimulus. There must be at least two correct answers.</p> <p>Distractors should reflect common student errors. Plausible distractors for this model might include: 1) a source that is appealing to students, but is not a credible source of information such as clip-art websites, games, magazine articles with fictional stories, 2) a source that is appealing, but the information is too broad, 3) a source that is clearly a person’s opinion about a topic and is not a credible source, and/or 4) a source that could be used in research but is not relevant to the student writing.</p> <p>Rationales should state the justification for why the plausible distractor is incorrect.</p> <p>Target Evidence Statement: The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Lead-in: A student is writing a research report about <subtopic>. Read the paragraph(s) from [his/her] report and the directions that follow. <p>Stimulus G7.T3.D: Student Writing</p> <p>Stems:</p> <ul style="list-style-type: none"> ○ Choose [two/three] sources that would most likely give the student more information for the paragraph from [his/her] report. ○ Choose [two/three] sources that would most likely give the student the most useful information for the paragraph from [his/her] report. <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
<p>Task Model 7 Item Type: Hot Text; Select Text DOK Level 2</p>	<p>CAT Primary Standard Alignment: W-8, WHST-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 type of stimulus that is allowable for this model</p>

is listed below.

Stimulus: G7.T3.E: Paragraph from a Print Source

This stimulus should be an informational text that the student found on the topic mentioned in the lead-in that includes key details and specific references.

Task Description:

The test taker will locate pieces of text that question the accuracy of the information in the stimulus. The **item stem** will ask the test taker to click on sentences from the source that question the accuracy of the stimulus.

The **delimited text** should be a source that is on the same topic as the stimulus, but contains some information that questions the accuracy of what was stated in the stimulus. If the stimulus is a historical secondary source, the delimited text should be a historical primary source on the same topic. If the stimulus is experiment results expressed as text, the delimited text should be an article or journal that is on the same scientific topic. Avoid using transitional sentences that might be selected. There should be 6 to 8 pieces of text that are delimited; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options.

The **correct answer choices** will be one or more sentences that question the accuracy of information that is given 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 are not selected and should reflect common student errors. There should be at least 4 sentences that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) informational sentences that contain the same implicit information as the stimulus, 2) informational sentences that contain common knowledge that is generally accepted as accurate, but that do not contradict the information in the stimulus, 3) informational sentences that are in quotations or paraphrased by an expert in the field, but that do not contradict the information in the stimulus, 4) informational sentences that are on-topic, but do not prove the information in the stimulus to be inaccurate, 5) informational sentences that do not directly question the accuracy of the stimulus, 6) sentences that give an opinion and cannot be used to assess accuracy, 7) sentences that are reasoned judgment based on the information presented and cannot be used to assess accuracy, 8) informational sentences that question accuracy, but not the accuracy of the information given in the stimulus.

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

Target Evidence Statement:

The student will use reasoning, evaluation, and evidence to assess the accuracy of a source in order to select relevant information to support research.

	<p>Appropriate Stems:</p> <ul style="list-style-type: none">● Lead-in: A student is writing a research report about <topic> for <audience>. [He/she] found a source that [he/she] is evaluating for accuracy. Read Source 1 and the directions that follow. Stimulus: G7.T3.E: Paragraph from a Print Source Stem:<ul style="list-style-type: none">○ After looking at Source 2 below, the student realizes that his/her original information may be inaccurate. Click on [one/two/three] sentence(s) in Source 2 that question(s) the accuracy of Source 1. <p>Rubric/ Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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