Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.	
Clarifications	**Clarifications for the Item Writer:** • 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. • Please follow the stimulus guidelines. The stimulus must match the guidelines for it to work. Also, there should only be one claim in the stimulus and it must be clear. The evidence statement is "The student will cite evidence to support arguments, ideas, or analyses," not identify them.
Standards	RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RST-7 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). RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH-9 Analyze the relationship between a primary and secondary source on the same topic. RST-9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W-8, WHST-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation W-9, WHST-9 Draw evidence from informational texts to support analysis, reflection, and research.
Depth of Knowledge	CAT items will be DOK 2.

Stimuli	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 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, two, or three short excerpts—not more than 225 words for the middle school grade band.
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, read/ interpret graphics, 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. Illustrations that need to be interpreted will need to have a detailed written description in order for it to be accessible for students who are blind. Students with reading disabilities may need to read the text to themselves, or use trackers, or maskers to follow along. Students with visual processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	1. The student will cite evidence to support arguments, ideas, or analyses.

Allowable Item Types	• Multiple Choice, single correct response • Multiple Choice, multiple correct response • Hot Text, Select Text • Matching Tables

Task Models	
Task Model 1 Item Type: Multiple Choice, Single Correct Response DOK Level 2	This task model has been removed.
Task Model 2 Item Type: Multiple Choice, Single Correct Response DOK Level 2	CAT Primary Standard Alignment: RH-1, RST-1 CAT Secondary Standard Alignment: RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 Stimulus: The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. Stimulus: G7.T4.A: Historical Secondary Source with Argument This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event. Stimulus: G7.T4.B: Historical Secondary Source with Critique This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event. Stimulus: G7.T4.C: Historical Secondary Source with Analysis This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event. Stimulus: G7.T4.D: Scientific Source with Argument This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. Stimulus: G7.T4.E: Scientific Source with Critique This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. Stimulus: G7.T4.F: Scientific Source with Analysis This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. Stimulus: G7.T4.G: Student Argumentative Writing This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which are supported by reasons and evidence.

	Task Description: The test taker will select a fact to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose a fact that supports a given argument/critique/analysis. The **answer choices** should be informational sentences from one or more sources. If the stimulus is a historical secondary source, the answer choices may be from historical primary source or historical secondary source documents. If the stimulus is a scientific source, the answer choices should be results of an experiment, simulation, and/or research study. 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** should be a fact that clearly supports the argument/critique/analysis in the stimulus. **Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion statement, 4) a reasoned judgment statement, and/or 5) a speculation statement (scientific stimuli only). **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. **Stimulus: G7.T4.A: Historical Secondary Source with Argument,** **Stimulus: G7.T4.B: Historical Secondary Source with Critique ,** **Stimulus: G7.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G7.T4.D: Scientific Source with Argument,** **Stimulus: G7.T4.E: Scientific Source with Critique, or** **Stimulus: G7.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in different sources. Which piece of information **best** supports [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1? o The student found information in different sources. Which piece of information **best** supports the author's analysis, or examination of the information, in Source 1? • **Lead-in:** A student is writing a paper about <topic>. Read the paragraph

	from [his/her] paper and the directions that follow. **Stimulus: G7.T4.G: Student Argumentative Writing** **Stems:** o The student found information in sources. Which piece of information supports the claim in the student's paragraph? o The student found information in sources. Which piece of information **best** supports the claim in the student's paragraph? **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 3 **Item Type: Multiple Choice, Multiple Correct Response** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G7.T4.A: Historical Secondary Source with Argument** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event. **Stimulus: G7.T4.B: Historical Secondary Source with Critique** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event. **Stimulus: G7.T4.C: Historical Secondary Source with Analysis** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event. **Stimulus: G7.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G7.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G7.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G7.T4.G: Student Argumentative Writing** This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim

	that is supported by reasons and evidence. **Task Description:** The test taker will select facts to support a given argument/critique/analysis. The **item stem** will ask the test taker to choose facts that support a given argument/critique/analysis. The **answer choices** should be six to eight informational sentences from one or more sources; however, regardless of the number of answer options, the correct responses must equal less than half of the total answer options. If the stimulus is a historical secondary source, the answer choices may be from historical primary source or historical secondary source documents. If the stimulus is a scientific source, the answer choices should be results of an experiment, simulation, and/or research study. 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 choices** should be facts that clearly support the argument/critique/analysis. There must be at least two correct answers. **Distractors** should reflect common student errors. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion statement, 4) a reasoned judgment statement, and/or 5) a speculation statement (scientific stimuli only). **Rationales** should state the justification for why the plausible distractor is incorrect. **Target Evidence Statement:** The student will cite evidence to support arguments, ideas, or analyses. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. **Stimulus: G7.T4.A: Historical Secondary Source with Argument,** **Stimulus: G7.T4.B: Historical Secondary Source with Critique,** **Stimulus: G7.T4.C: Historical Secondary Source with Analysis,** **Stimulus: G7.T4.D: Scientific Source with Argument,** **Stimulus: G7.T4.E: Scientific Source with Critique, or** **Stimulus: G7.T4.F: Scientific Source with Analysis** **Stems:** o The student found information in additional sources. Choose [**two/three**] pieces of information that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1.

	o The student found information in additional sources. Choose [**two/three**] pieces of information that **best** support the author's analysis, or examination of information, in Source 1. • **Lead-in:** A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow. **Stimulus: G7.T4.G: Student Argumentative Writing** **Stems:** o The student found information in sources. Choose [**two/three**] pieces of information that **best** support the claim in the student's paragraph. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 4 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G7.T4.A: Historical Secondary Source with Argument** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event. **Stimulus: G7.T4.B: Historical Secondary Source with Critique** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event. **Stimulus: G7.T4.C: Historical Secondary Source with Analysis** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event. **Stimulus: G7.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G7.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G7.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G7.T4.G: Student Argumentative Writing**

	This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim which is supported by reasons and evidence. **Task Description:** The test taker will select facts in a source to support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or facts that support(s) a given argument/critique/analysis. The **delimited text** should be informational paragraphs from one or more sources. If the stimulus is a secondary source, the delimited text should be a primary source document. If the stimulus is a scientific source, the delimited text should be results of an experiment, simulation, and/or research study. Avoid using transitional sentences that might be selected. There should be six to eight 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 choice(s)** should be one or more facts that clearly support the argument/critique/analysis. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.** **Distractors** are the delimited sentences/pieces of text that should reflect common student errors. There should be at least four sentences/pieces of text that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a fact that is related to the topic, but does not support the argument/critique/analysis, 2) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 3) an opinion made by the author of the delimited text, 4) reasoned judgment made by the author of the delimited text, and/or 5) speculation made by the author of the delimited text (scientific stimuli only). **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 cite evidence to support arguments, ideas, or analyses. **Appropriate Stems:** • **Lead-in:** A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow. **Stimulus: G7.T4.A: Historical Secondary Source with Argument,** **Stimulus: G7.T4.B: Historical Secondary Source with Critique,** **Stimulus: G7.T4.C: Historical Secondary Source with Analysis ,** **Stimulus: G7.T4.D: Scientific Source with Argument,** **Stimulus: G7.T4.E: Scientific Source with Critique, or** **Stimulus: G7.T4.F: Scientific Source with Analysis**

	Stems: o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1. o The student found another source. Read Source 2 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the author's analysis, or examination of information, in Source 1. o The student found two additional sources: Source 2 and Source 3. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the author's analysis, or examination of information, in Source 1. • **Lead-in:** A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow. **Stimulus: G7.T4.G: Student Argumentative Writing** **Stems:** o The student found a source. Read Source 1 and click on [**one**/**two**/**three**] fact(s) that **best** support(s) the claim in the student's paragraph from the paper. o The student found two sources: Source 1 and Source 2. Read both sources and click on **one** fact from Source 2 and **one** fact from Source 3 that **best** support the claim in the student's paragraph from the paper. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
Task Model 5 **Item Type: Hot Text, Select Text** **DOK Level 2**	**CAT Primary Standard Alignment:** RH-1, RST-1 **CAT Secondary Standard Alignment:** RH-8, RST-8, RH-9, RST-9, W-1b, W-8, WHST-8, W-9, WHST-9 **Stimulus:** The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below. **Stimulus: G7.T4.A: Historical Secondary Source with Argument** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an argument about the topic or event. **Stimulus: G7.T4.B: Historical Secondary Source with Critique** This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes a critique of the topic or event. **Stimulus: G7.T4.C: Historical Secondary Source with Analysis**

	This stimulus should be a paragraph about a historical topic or event from a secondary source in which the author includes an analysis of the topic or event. **Stimulus: G7.T4.D: Scientific Source with Argument** This stimulus should be a paragraph about a scientific topic in which the author includes an argument about a study or experiment. **Stimulus: G7.T4.E: Scientific Source with Critique** This stimulus should be a paragraph about a scientific topic in which the author includes a critique of a study or experiment. **Stimulus: G7.T4.F: Scientific Source with Analysis** This stimulus should be a paragraph about a scientific topic in which the author analyzes a study or experiment. **Stimulus: G7.T4.G: Student Argumentative Writing** This stimulus should be a paragraph from a piece of argumentative writing written by a student. The paragraph should make a claim and/or counterclaim that is supported by reasons and evidence. **Task Description:** The test taker will select facts from a credible source that support a given argument/critique/analysis. The **item stem** will ask the test taker to click on a fact or two facts from the credible source that support(s) a given argument/critique/analysis. The **delimited text** should be an informational paragraph from two sources; one of the sources will not be credible. Both sources will have the following characteristics: 1) a title (not delimited), 2) an author and his/her credentials (not delimited), 3) the last date that the website was updated (not delimited), and 4) a paragraph containing information that supports the argument/critique/analysis in the stimulus (delimited text). If the stimulus is a secondary source, the delimited text should be either two primary source documents, or one primary source and an additional secondary source. If the stimulus is a scientific source, the delimited text should be two sources that are results of an experiment, simulation, and/or research study. Avoid using transitional sentences that might be selected. There should be six to eight 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 choice(s)** should be one or two fact(s) from the credible source that clearly support(s) the argument/critique/analysis 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/pieces of text that should reflect

common student errors. There should be at least four sentences/pieces of text that are plausible if the student does not have the skills to complete the target. Plausible distractors for this model might include: 1) a fact that is from the source that is not credible, 2) a fact that is related to the topic, but does not directly relate to the argument/critique/analysis, 3) an interesting fact that students may want to include in a report, but does not support the argument/critique/analysis, 4) an opinion made by the author of the delimited text, 5) reasoned judgment made by the author of the delimited text, and/or 6) speculation made by the author of the delimited text (Stimulus: G7.T4.B only).

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 cite evidence to support arguments, ideas, or analyses.
Appropriate Stems:

- **Lead-in:** A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow.
  Stimulus: G7.T4.A: Historical Secondary Source with Argument,
  Stimulus: G7.T4.B: Historical Secondary Source with Critique,
  Stimulus: G7.T4.C: Historical Secondary Source with Analysis,
  Stimulus: G7.T4.D: Scientific Source with Argument,
  Stimulus: G7.T4.E: Scientific Source with Critique, or
  Stimulus: G7.T4.F: Scientific Source with Analysis
  Stems:
  - The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) [the author's argument/the author's review of <topic>/the author's point of view about <topic>] in Source 1.
  - The student found two additional sources. Read Source 2 and Source 3. One of the additional sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the author's analysis, or examination of information, in Source 1.

- **Lead-in:** A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow.
  Stimulus: G7.T4.G: Student Argumentative Writing
  Stems:
  - The student found two sources. Read Source 1 and Source 2. One of the sources is trustworthy. Click on [**one**/**two**] fact(s) from **only** the trustworthy source that **best** support(s) the student's claim in the paragraph from the paper.

Rubric/ Scoring Rules:
Correct response: 1 point; Incorrect response: 0 points

Task Model 6

Item Type: Matching Tables

DOK Level 2

CAT Primary Standard Alignment: W-1b

CAT Secondary Standard Alignments: RH-9, RST-9, W-8, WHST-8, W-9, WHST-9

Stimulus:
The stimuli will follow the Claim 4 stimulus specifications. The type of stimulus that is allowable for this model is listed below.

Stimulus G7.T4.H: Two Informational Sources on the Same Topic
This stimulus will consist of two informational sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G7.T4.I: Two Historical Sources on the Same Topic or Event
This stimulus will consist of two historical sources on the same topic. The sources should support some of the claims listed in the interaction image.

Stimulus G7.T4.J: Two Scientific Sources on the Same Topic
This stimulus will consist of two scientific sources on the same topic. The sources should support some of the claims listed in the interaction image.

Task Description:
The test taker will be presented with two sources and a table with a student's claims regarding a topic or event listed down the left and labels for the sources listed along the top. The **item stem** will ask the test taker to decide if a source supports a claim by clicking on a box.
The **interaction image** will consist of a table with four rows and five columns. The following descriptions are listed across the top: Source 1, Source 2, Both Sources, and Neither Source. The claims should be listed on the left.
Sample Interaction Image:

Claims:	Source 1	Source 2	Both Sources	Neither Source
Claim 1: [claim]				
Claim 2: [claim]				
Claim 3: [claim]				

The **correct answer choices** should fit clearly into one category listed on the table. **If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.**

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

	Target Evidence Statements: The student will cite evidence to support arguments, ideas, or analyses. **Appropriate Stems:** • **Lead-in:** A student is writing a paper about <topic>. [He/she] found possible sources for [his/her] paper. Read the sources and the directions that follow. **Stimulus G7.T4.H: Two Informational Sources on the Same Topic,** **Stimulus G7.T4.I: Two Historical Sources on the Same Topic or Event, or** **Stimulus G7.T4.J: Two Scientific Sources on the Same Topic** **Stem:** o The student wrote down some claims to use in [his/her] paper. Look at the claims on the table. Decide if the information in Source 1, Source 2, both sources, or neither source supports each claim. Click on the box that appropriately matches each claim. There will be only **one** box selected for each claim. **Rubric/ Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points