Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. **Claim 2:** Students can produce effective writing for a range of purposes and audiences.	
<u>Claim 4</u> **Target 2, ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). **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. **Target 4, USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. <u>Claim 2</u> **Target 2. COMPOSE FULL TEXTS:** Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).	
Clarifications	• Performance Task (PT): In general, the PT should allow students to demonstrate deeper thinking and allow more integration of information from resources. • Choosing Sources: The sources in a narrative writing PT are not only meant to help students "brainstorm" but to give them actual information to use in their writing. Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • Each performance task (PT) should be as unique as possible. Within a PT set, stimuli may, however, be used in more than one PT if necessary and important to the task. This must be done cautiously and to a limited extent only. There should be different companion stimuli and, in addition, the two PTs must not have the same focus. • In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Try focusing the topic, such as landing on a planet or what happens when you open a secret door. Be careful not to give students a list of questions after a broad, open topic. For example, "You are traveling west. What will happen over the two week trip or what should happen when you are traveling?" When given an assignment that has a broad topic or a list of questions after the topic, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . . , and then they did that . . . , and then we did this . . ."). • Avoid teaching a genre within the task, such as defining or giving examples of a myth/fable and then asking them to write a myth or a fable. • Avoid complex genres that students may have not been taught or experienced, for example, fable, fairy tale, legends, or myth. • Claim 4 Targets: **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.

	• Research Questions: The three research questions must represent at least two different Claim 4 targets. Within a PT set, an item task model for a research question (RQ) can be used across PTs.
Standards	Claim 4 Target 2 ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 8 Standards: RI-1, RI-6, RI-8, RI-9; RH-1, RH-2, RH-7, RH-8, RH-9; RST-1, RST-2, RST-7, RST-8, RST-9; W-8, W-9; WHST-8, WHST-9 (PT: DOK 3 for machine-scored items; DOK 4 for short-text items) (PT: DOK 3, 4) 8.RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 8.RI-6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. 8.RI-8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. 8.RI-9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. 8.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. 8.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 8.RH-2 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. 8.RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. 8.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

	8.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). 8.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 8.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 8.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 8.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. 8.W-8, WHST-8 Gather relevant information from multiple print and digital sources; assess the each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 8.W-9 Draw evidence from informational texts to support analysis, reflection, and research. 8.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. **Claim 4 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. Gr. 8 Standards: W-8; WHST-8 (PT: DOK 3 for machine-scored items; DOK 4 for short-text items) 8.W-8, WHST-8 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. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support arguments, ideas, or analyses. Gr. 8 Standards: RH-1, RH-7, RH-8, RH-9; RST-1, RST-7, RST-8, RST-9; W-1b, W-8, W-9; WHST-8, WHST-9 (PT: DOK 3 for machine-scored items; DOK 4 for short-text items) 8.RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.

	8.RST-1 Cite specific textual evidence to support analysis of science and technical texts. 8.RH-7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 8.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). 8.RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. 8.RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. 8.RH-9 Analyze the relationship between a primary and secondary source on the same topic. 8.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. 8.W-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 8.W-8,WHST-8 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. 8.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.WHST-9 Draw evidence from informational texts to support analysis, reflection, and research. Claim 2 Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4) 8.W-3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

	b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 8.W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 8.W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 8.W-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. 8.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOK/Difficulty Levels	Claim 4 Target 2 (PT: DOK 3, 4) Claim 4 Target 3 (PT: DOK 3, 4) Claim 4 Target 4 (PT: DOK 3, 4) Claim 2 Target 2 (DOK 4) When there are two DOKs listed, DOK 3 is for machine-scored items and DOK 4 is for short-text items.
Stimuli/Passages	**Informational and literary nonfiction texts**: Includes the subgenres of articles, essays, memoirs, interviews, primary and secondary accounts, how-to articles, and functional reading. • Stimuli for research (three or four for Grade 8) should have some references and footnotes/in-text citations resembling authentic research sources. • Stimuli should include information about the sources (including in-text citations for claims) that aids the student in assessing the relevance or usefulness of the information presented in the sources. • Stimuli should be presented as a set of sources that students might authentically find through a search, in alignment with the context of the writing assignment. • Sources should be rich and give enough contextual information to allow students to develop details in a narrative. Sources should not be encyclopedic or too general. • The set of sources should together provide a comprehensive and richer collection of information than any one source alone. Sources need some overlap of ideas to allow for analysis across texts. • Overall, the sources should offer more factual information and citations than just unsupported opinions.

	Literary fiction texts: Includes the subgenres of narrative fiction, short stories, poetry, and song lyrics. • In general, although there might be some exceptions, stories or other works of fiction are generally not appropriate for these research tasks. • These stimuli should be used **sparingly** (within a set of 3-4 sources, only one may be a literary text). • If a literary text is used, it should be used to stimulate interest in a topic of research as a "linchpin" or focal source that spurs an investigation of informational/nonfiction texts. • If a literary text is used, informational/nonfiction texts must be included to set the context for making sense of or evaluating the literary text. • If a literary text is used, the focus of the research and writing task may not be literary analysis, but broadening an understanding of the text through contextual information. **Visual/graphic sources:** Includes the subgenres of data tables and graphs, maps, info-graphics, timelines, diagrams, photographs, drawings, political cartoons, and artwork. • In any set of textual stimuli for research, visual/graphic sources that are included within the stimuli **must serve a purpose** other than to simply break up the text (e.g., making an abstract concept, idea, or process described in the source more understandable, providing additional information relevant to understanding the topic or subtopic). They should be highly relevant to the topic or subtopic of the source, and not introduce distracting or irrelevant information. • Visuals should not be so complicated that they add to the reading load. • Care should be taken in the selection of visual/graphic sources in consideration of accessibility issues for students with visual impairments. However, not ALL tasks must be accessible for visually impaired students. • If a PT uses the maximum number of sources allowed for a PT (four for Grade 8), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the *Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications*; however, the complexity of the stimuli, taken as a whole, should be at approximately the lower end of the target grade level. The vocabulary used in the stimulus and the item should be on or below grade level. In some instances, vocabulary may be above grade level as long as the stimulus has sufficient context to support the meaning of the word. In other cases, a complex authentic source that is at a reading level above the target grade (i.e., a historical primary source document) may be included, but these should be used with caution and with appropriate supports (e.g., historical context, definitions of key terms).
Key Vocabulary	Please be sure to bracket or footnote all key vocabulary that cannot be understood through surrounding context. Brackets should be used for short definitions (fewer than three words) of a word or term whereas footnotes are used where longer definitions are necessary. (See *Smarter Balanced Assessment Consortium: Style Guide.*)
Accessibility Concerns	Students will be required to read short and long stimuli, interpret information from text and/or graphic sources, and use a mouse. 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 enlarged or brailled text and picture descriptions of art. Illustrations that need to be interpreted will need to have detailed written descriptions in order for them 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. Refer to the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* for information on accessibility concerns.
Evidence Required	**Claim 4** Target 2 1. The student will analyze information within and among multiple sources of information. 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Target 3 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. 3. The student will evaluate the relevance of information from multiple sources to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).
Allowable Item Types	2 short-text items, 1 machine-scored item, and a narrative full write. Machine-scored item types: • Multiple Choice, Single-Correct Response • Multiple Choice, Multiple-Correct Response • Hot Text, Select Text • Matching Tables
Allowable Tools	Word processing tools, including spell check

Task Models	
Classroom Activity	A Classroom Activity provides instructions to the teacher and serves to introduce students to the topic or key vocabulary of the performance task. The activity provides an opportunity for activating students' prior knowledge and generating student interest in further exploration of the topic. It also provides students with an opportunity for interaction with the topic and with each other. The Classroom Activity may be up to 30 minutes in length, but should be simple and easy to implement with clear instructions. The Classroom Activity must be able to be linked to 5-6 PTs in total on the same topic.
Performance Task	Presenting the Sources: The sources should not be presented with "Read this <story/article/letter> to the editor." Students need to initially skim the sources with a purpose, be able to see the questions they will need to answer, and then go back and read the sources more carefully to find the answers. Sample Setup #1: "During your research, you have found three articles about robots. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." Sample Setup #2: "As part of your initial research you have uncovered four sources. After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research." Task Description: The Student Directions should include a motivating setup for every task that provides a paragraph/scenario explaining in an engaging way the issue the student will be researching. The setup places the student in a role to complete a particular task related to the issue. This should be done by establishing the reason for and nature of the research to be done without giving away the final assignment (see examples below in Sample Assignments). The actual assignment for the full write will appear later when it is time to start that task, but the role and issue will allow the student to read with a purpose and a frame of reference. The performance task provides two short-text items and one machine-scored item focused on Claim 4 Targets 2, 3, and 4 and one Claim 2 Target 2 narrative full write. The three Claim 4 items should build toward the full write by increasing the students' interaction with the sources in preparation for addressing the research demands of the full write. In the writing assignment of a narrative PT, give students a focal point so they create a plot for a narrative. Focus the topic, such as landing on a planet or what happens when you open a secret door, but be careful not to give students a list of questions after a broad, open topic. For example, "You are traveling west. What will happen over the two week trip or what should happen when you are traveling?" When given an assignment that has a broad topic or a list of questions after the topic, students tend to write in an expository manner that resembles a list (i.e., ". . . and then they did this . . . , and then they did that . . . , and then we did this . . .").

	After drafting the narrative, the student will revise and edit, paying attention to clarity and accuracy as well as to language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).
Task Model 1 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 2:** 1. The student will analyze information within and among multiple sources of information. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o While the purpose of each source is different, some of the sources [make similar claims/have similar ideas]. Identify and explain one [claim/idea] that is shared by at least two of the sources. Provide **two** pieces of evidence, one piece of evidence from each of the two sources, to support your explanation. Identify the source of each piece of evidence by title or number. o Source #1 describes <problem>. Explain how the information in Source #2 adds to the readers understanding of <problem>. Give two [details/examples] from Source #2 to support your explanation. o The sources discuss <fact/idea> and <fact/idea>. Explain how the two [facts/ideas] are connected. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail identify the source by title or number. **Note:** The facts/ideas selected should require the students to perform a synthesis instead of providing a regurgitation of the facts/ideas.

Rubric
Task Model 1a:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one piece of evidence from each of the other two sources. Student cites the source for each piece of evidence.
1	Response is a limited/partial evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two vague or loosely related pieces of evidence, one from each of the two other sources. Student cites the source for each piece of evidence. OR Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence from one source. Student cites the source. OR Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by one piece of evidence from one source. Student cites the source. OR Response is an adequate evidence-based explanation of how the [image/table/map] in Source #1 [supports/contradicts] the information provided in two other sources. The explanation is supported by two pieces of evidence, one from each of the other two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1b:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student cites the source for each piece of evidence.
1	Response is an identification and a limited/partial evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of vague or loosely related evidence from each of the two sources. Student cites the source for each piece of evidence. OR Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by two pieces of evidence from one source. Student cites the source for each piece of evidence. OR Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from one source. Student cites the source for the piece of evidence. OR Response is an identification and an adequate evidence-based explanation of one [claim/idea] that is shared by at least two of the sources. The explanation is supported by one piece of evidence from each of the two sources. Student does not cite the source for each piece of evidence.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the claim/idea is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1c:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by two vague or loosely related [details/examples] from Source #2. OR Response is an adequate evidence-based explanation of how the information in Source #2 adds to the reader's understanding of the problem described in Source #1 supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 1d:

Score Point	Description
2	Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from Source #1 and one detail from Source #2. Student cites the source for each detail.
1	Response is a limited/partial evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two vague or loosely related details, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. OR Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by two details from Source #1 or Source #2. Student cites the source for the details. OR Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from Source #1 or Source #2. Student cites the source for the detail. OR Response is an adequate evidence-based explanation of how <fact/idea> and <fact/idea> are connected supported by one detail from Source #1 and one detail from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 2 Item Type: Hot Text, Select Text DOK Level 3	Target Evidence Statement Claim 4, Target 2: 1. The student will analyze information within and among multiple sources of information. Description: The student will locate sentences that present information that supports/**contradicts** and does not merely represent new or different information the claim/idea mentioned in the stem. The **delimited text** should be an excerpt from one of the sources. There should be six to eight sentences that are delimited; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. The **correct answer choice(s)** should be sentences that clearly support/**contradict** the claim mentioned in the stem. 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. **Plausible** distractors for this model might include: 1) a sentence that is on topic but does not present supporting/**contradicting** information for the claim found in the stem and/or 2) a sentence that contains the same wording from the claim mentioned in the stem but does not present supporting/**contradicting** information. **Rationales** should state the justification for why the plausible distractor is incorrect. Provide rationales for all the distractors in the delimited text. Appropriate Stems: • **Lead-in:** No lead-in **Stimulus:** G8.T2. Excerpt from one of the Sources **Stem:** o Source #2 says <claim/idea>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea]. o Source #2 says <quote>. Click on [**two**/**three**] sentences in the excerpt from Source #3 below that [support/contradict] this [claim/idea]. • **Clarifications:** The stem should appear above the excerpt, not after it.
Task Model 3 Item Type: Short Text DOK Level 4	Target Evidence Statement Claim 4, Target 2: 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Appropriate Stems: • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information. Identify sources by title or number. o While avoiding plagiarism, explain how information from Source #1 is [similar to/different f r o m] the information in Source #2 by paraphrasing the content. Identify sources by title and number.

Rubric
Task Model 3a:

Score	Rationale
2	Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by paraphrasing the information while avoiding plagiarism. Student cites sources by title or number. OR Response provides an adequate evidence-based explanation of what only one of the specified sources says about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student cites source by title or number. OR Response provides an adequate evidence-based explanation of what Source #1 and Source #2 say about <idea/subtopic from sources> by appropriately paraphrasing the information while avoiding plagiarism. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 3b:

Score	Rationale
2	Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student cites sources by title or number.
1	Response provides a limited/partial evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content without plagiarizing. Student cites sources by title or number. OR Response provides an adequate evidence-based explanation of how the information from Source #1 is [similar to/different from] the information in Source #2 by appropriately paraphrasing the content without plagiarizing. Student does not cite sources by title or number.
0	The response is incorrect, insufficient, or irrelevant for this question, or the response plagiarizes information from one or more source.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 4 Item Type: Multiple Choice, Multiple-Correct response DOK Level 3	Target Evidence Statement Claim 4, Target 2: 2. The student will analyze information within and among multiple sources of information in order to integrate the information while avoiding plagiarism. Description: The student will choose the sentences that correctly paraphrase and **integrate** information from both sources mentioned in the stem that are provided in the performance task. The **answer choices** will present six to eight paraphrased sentences related to the sources; however, regardless of the number of answer options and correct responses, the correct responses must equal less than half of the total answer options. 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. 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 **correct answer choice** will be two or three notes that correctly paraphrase and **integrate** information drawn 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 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 and is not in either source, 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. Appropriate Stems: • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Choose the [**two**/**three**] answers below that correctly paraphrase information about <topic> by combining information from **both** Source #1 and Source #2.
Task Model 5 Item Type: Short Text DOK Level 4	Target Evidence Statement Claim 4, Target 3: 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. 3. The student will evaluate the relevance of information from multiple sources to support research. Appropriate Stems: • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Explain which source most likely has the **most** credible information about <topic or subtopic>. Support your explanation using **two** pieces of evidence from the **most** credible source.

- All of the sources provide information about <topic/idea/claim>. Which source would be **most** relevant to students researching <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the **most** relevant source.

Rubric
Task Model 5a:

Score Point	Description
2	Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two pieces of evidence from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by two vague or loosely related pieces of evidence from the identified source. **OR** Response is an identification and an adequate evidence-based explanation of which source most likely has the most credible information about <topic/subtopic> supported by one piece of evidence from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 5b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching <topic/idea/claim> supported by two [details/pieces of evidence] from the identified source.
1	Response is an identification and a limited/partial evidence-based explanation of which source has the most relevant information for students researching <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the identified source. **OR** Response is an identification and an adequate evidence-based explanation of which source has the most relevant information for students researching <topic/idea/claim> supported by one [detail/piece of evidence] from the identified source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 6 Item Type: Multiple Choice, Single-Correct Response DOK Level 3	Target Evidence Statement Claim 4, Target 3: 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. Description: The student will identify the source that is most credible regarding a specific topic given in the stem. The **answer choices** should be explanations of why two different sources that are provided in the performance task are the most credible regarding a given topic. Provide two explanations for one of the sources mentioned in the stem, and two explanations for the other source mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The **correct answer choice** should be one explanation that correctly identifies the most credible source regarding a given topic, and includes the correct explanation of why that source is the most credible regarding a given topic. **Distractors** are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) explanations for sources that are not the most credible regarding a given topic and/or 2) explanations for sources that are the most credible but the explanation given for the credibility is inaccurate. **Rationales** should state the justification for why the plausible distractor is incorrect. Appropriate Stems: • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o The authors of Source #1 and Source #2 present different information about <topic>. Choose **one** answer that identifies the source that is most likely the **most** credible and correctly explains why.
Task Model 7 Item Type: Short Text DOK Level 4	Target Evidence Statement Claim 4, Target 3: 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. Appropriate Stems: • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Which source contains the **most** relevant information that accurately supports information in Source #1? Justify and support your answer using **two** pieces of evidence from the **most** relevant source. o Source #1 and Source #2 provide [facts/statistics] about <topic/idea/claim>. Which source provides the **most** accurate information about <topic/idea/claim>? Justify and support your answer with **two** [details/pieces of evidence] from the source.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two pieces of evidence from the most relevant source.
1	Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by two vague or loosely related pieces of evidence from the most relevant source. OR Response is an identification and an adequate evidence-based justification of which source has the most relevant information that accurately supports the information in Source #1 supported by one piece of evidence from the most relevant source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 7b:

Score Point	Description
2	Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two [details/pieces of evidence] from the most accurate source.
1	Response is an identification and a limited/partial evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by two vague or loosely related [details/pieces of evidence] from the most accurate source. OR Response is an identification and an adequate evidence-based justification of which source provides the most accurate information about <topic/idea/claim> supported by [one detail/piece of evidence] from the most accurate source.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 8

Item Type: Multiple Choice, Single-Correct Response

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:

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.

Description:

The student will identify the source that most accurately supports the information given in another source that is provided in the performance task, and mentioned in the stem.

	The **answer choices** should be explanations of why the other sources provided in the performance task most accurately support the information given in another source that is mentioned in the stem. To avoid clueing, be sure that the answer choices do not contain wording from the topic mentioned in the stem, or contain a balance of wording across the options. To avoid outliers, be sure that the answer choices are about the same length, staggered evenly, or that a balance of length is used (i.e., two short, two long). Order the choices from shortest to longest. The **correct answer choice** should be one explanation that correctly identifies the source that most accurately supports the information from another source mentioned in the stem. **Distractors** are the sentences that should reflect common student errors. **Plausible** distractors for this model might include: 1) explanations for sources that do not accurately support the information given in the source mentioned in the stem and/or 2) explanations for sources that do accurately support the information given in the source mentioned in the stem, but the explanation given for why it supports the information is incorrect/misinterpreted. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** o Source #1 presents information about <topic>. Choose **one** answer that identifies the source that **most** accurately supports the information in Source #1 and correctly explains why.
Task Model 9 **Item Type: Short Text** **DOK Level 4**	**Target Evidence Statement** **Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stems:** o Some sources suggest <idea/claim/observation>. Provide **two** pieces of evidence, one piece of evidence from each of two different sources, that support this [idea/claim/observation] and explain how each piece of evidence supports the [idea/claim/observation]. Identify the source of each piece of evidence by title or number. o The <chart/graph/table> in Source #2, supports the [claim/idea] that <claim/idea from multiple sources>. Provide **two** pieces of information, one piece of information from Source #1 and one piece of information from Source #3, that also support this [claim/idea]. Explain how each piece of information supports the [claim/idea] that <claim or idea from multiple sources>. For each piece of information identify the source by title or number. o Identify **one** benefit of <idea found in multiple sources>. Explain why it is a benefit. Provide **two** details, one detail from Source #1 and one detail from Source #2, that support your explanation. Be sure to identify the source of each detail by title or number.

Rubric
Task Model 9a:

Score Point	Description
2	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence.
1	Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> but does not provide an evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. OR Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student cites the source for each piece of evidence. OR Response is an identification of one piece of evidence from one source that supports <idea/claim/observation> and an evidence-based explanation of how that piece of evidence supports the [idea/claim/observation]. Student cites the source for the piece of evidence. OR Response is an identification of two pieces of evidence from different sources that support <idea/claim/observation> and an adequate evidence-based explanation of how each piece of evidence supports the [idea/claim/observation]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9b:

Score Point	Description
2	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in

	Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information.
1	Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 but does not provide an evidence-based explanation of how each piece of information supports the [idea/claim]. Student cites the source for each piece of information. OR Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and a limited/partial evidence-based explanation of how each piece of evidence supports the [idea/claim]. Student cites the source for each piece of information. OR Response is an identification of one piece of information, from either Source #1 or from Source #3, which supports <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how that piece of information supports the [idea/claim]. Student cites the source for the piece of information. OR Response is an identification of two pieces of information, one from Source #1 and one from Source #3, that support <idea or claim from multiple sources> from the [chart/graph/table] in Source #2 and an adequate evidence-based explanation of how each piece of information supports the [idea/claim]. Student does not cite sources.
0	Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 9c:

Score Point	Description
2	Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student cites the source for each detail.
1	Response is an identification of one benefit of <idea found in multiple sources> and a limited/partial evidence-based explanation of why it is a benefit. The explanation is supported by two vague or loosely related details, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by one detail from one source. Student cites the source. **OR** Response is an identification of one benefit of <idea found in multiple sources> and an adequate evidence-based explanation of why it is a benefit. The explanation is supported by two details, one from Source #1 and one from Source #2. Student does not cite the source for each detail.
0	Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the benefit is insufficient.

Scoring Note: Score point 1 encompasses partially correct responses.

Task Model 10

Item Type: Matching Tables

DOK Level 3

Target Evidence Statement
Claim 4, Target 4:

1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Description:

The student will match ideas/claims to a source number and title.
To avoid clueing, do not use the same wording in the idea/claim as is used in the sources. The student should not be able to match the idea/claim to the source that supports it by simply matching the wording used.
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.

Appropriate Stems:

- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Click on the boxes to show the [claim(s)/idea(s)] that each source supports. Some sources may have more than one box selected.

Example of Formatting:

	Source #1 <Title>	Source #2 <Title>	Source #3 <Title>	Source #4 <Title>
<claim/idea>				
<claim/idea>				
<claim/idea>				

- Look at the [claims/ideas] in the table. Decide if the information in Source #1, Source #2, both sources, or neither source supports each [claim/idea]. Click on the box that identifies the source that supports each [claim/idea]. There will be only one box selected for each [claim/idea].

Example of Formatting:

	Source #1 <Title>	Source #2 <Title>	Both	Neither
<claim/idea>				
<claim/idea>				
<claim/idea>				
<claim/idea>				

- **Clarifications:** Matching tables should have no more than four correct answers at this grade level.

Task Model 11
Item Type: Full Write
DOK Level 4

Target Evidence Statement
Claim 2, Target 2:

1. The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).

Narrative Writing:

Create a narrative writing assignment that flows naturally from the research scenario given in the Student Directions (see "Task Description" above). A narrative assignment must provide the following information:

- A purpose for writing
- A conflict or "jumping-off" point
- A description of the audience

Sample Narrative Assignment #1:

Your school writing club is creating an online magazine that is a collection of science fiction stories. The audience for your online magazine is the teacher and students at your school as well as parents and friends who can read the magazine online. Now you are going to write a story to include in the online magazine. For your story, imagine that you have the chance to visit Mars. In your story, tell what happens as soon as you land on the planet. The story should be several paragraphs long.

	Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about Mars or space travel from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot. Use details, dialogue, and description where appropriate. Sample Narrative Assignment #2: A book author comes to your class and talks about his latest book of short stories. After his talk, he asks everyone in your class to write their own short stories and says he will come back to the class and listen to all of the stories being read. You choose to write about what happens when you go to the circus. In your story, describe what happens when the circus starts and you see something you've never seen before. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about the circus from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. Sample Narrative Assignment #3: Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own. In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate. Sample Narrative Scoring: Your story will be scored using the following: 1. Organization/purpose: How effective was your plot, and did you maintain a logical sequence of events from beginning to end? How well did you establish and develop a setting, narrative, characters, and point of view? How well did you use a variety of transitions? How effective were your opening and closing for your audience and purpose? 2. Development/elaboration: How well did you develop your narrative using description, details, dialogue? How well did you use relevant details or information from the sources in your story? 3. Conventions: How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling? Scoring Rules for the Performance Task: 2-point rubric for hand-scored research question responses 10-point analytic rubric for full write (4 points for organization/purpose; 4 points for development/elaboration; 2 points for language conventions)

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Organization/Purpose	**The organization of the narrative, real or imagined, is fully sustained and the focus is clear and maintained throughout:** • an effective plot helps to create a sense of unity and completeness • effectively establishes a setting, narrator/characters, and/or point of view* • consistent use of a variety of transitional strategies to clarify the relationships between and among ideas; strong connection between and among ideas • natural, logical sequence of events from beginning to end • effective opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained:** • an evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected • adequately establishes a setting, narrator/characters, and/or point of view* • adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • adequate sequence of events from beginning to end • adequate opening and closure for audience and purpose	**The organization of the narrative, real or imagined, is somewhat sustained and may have an uneven focus:** • there may be an inconsistent plot, and/or flaws may be evident • unevenly or minimally establishes a setting, narrator/characters, and/or point of view* • uneven use of appropriate transitional strategies and/or little variety • weak or uneven sequence of events • opening and closure, if present, are weak	**The organization of the narrative, real or imagined, may be maintained but may provide little or no focus:** • there is little or no discernible plot or there may just be a series of events • may be brief or there is little to no attempt to establish a setting, narrator/characters, and/or point of view* • few or no appropriate transitional strategies may be evident and may cause confusion • little or no organization of an event sequence; frequent extraneous ideas and/or a major drift may be evident • opening and/or closure may be missing or unsatisfactory	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

*point of view begins at grade 7

4-Point Narrative Performance Task Writing Rubric (Grades 3–8)					
Score	**4**	**3**	**2**	**1**	**NS**
Development/Elaboration	**The narrative, real or imagined, provides thorough, effective elaboration using relevant details, dialogue, and/or description:** • experiences, characters, setting and/or events are clearly developed • connections to source materials may enhance the narrative • effective use of a variety of narrative techniques that advance the story or illustrate the experience • effective use of sensory, concrete, and figurative language that clearly advances the purpose • effective, appropriate style enhances the narration	**The narrative, real or imagined, provides adequate elaboration using details, dialogue, and/or description:** • experiences, characters, setting, and/or events are adequately developed • connections to source materials may contribute to the narrative • adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience • adequate use of sensory, concrete, and figurative language that generally advances the purpose • generally appropriate style is evident	**The narrative, real or imagined, provides uneven, cursory elaboration using partial and uneven details, dialogue, and/or description:** • experiences, characters, setting, and/or events are unevenly developed • connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative • narrative techniques are uneven and inconsistent • partial or weak use of sensory, concrete, and figurative language that may not advance the purpose • inconsistent or weak attempt to create appropriate style	**The narrative, real or imagined, provides minimal elaboration using few or no details, dialogue, and/or description:** • experiences, characters, setting, and/or events may be vague, lack clarity, or confusing • connections to source materials, if evident, may detract from the narrative • use of narrative techniques may be minimal, absent, incorrect, or irrelevant • may have little or no use of sensory, concrete, or figurative language; language does not advance and may interfere with the purpose • little or no evidence of appropriate style	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

2-Point Narrative Performance Task Writing Rubric (Grades 3-8)				
Score	**2**	**1**	**0**	**NS**
Conventions	**The response demonstrates an adequate command of conventions:** • adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates a partial command of conventions:** • limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	**The response demonstrates little or no command of conventions:** • infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Insufficient (incudes copied text) • In a language other than English • Off-topic • Off-purpose

Holistic Scoring:

- **Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.