Claim 4 – RESEARCH

Claim #4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Target 1 — Plan/Research*

Target 2 —
Gr 3-5: Interpret and Integrate Information
Gr 6-8 and 11: Analyze/Integrate Information [MC, HOT TEXT]

- Target 2 will assess interpreting/analyzing information within and among texts for research purposes as well as paraphrasing and avoiding plagiarism for the purpose of integrating information.

Target 3 — Analyze Information/Sources

- Target 3 will assess evaluating a list of sources for accuracy and credibility.

Target 4 — Use Evidence

- Target 4 will assess selecting evidence to support arguments, ideas, or analyses.

Target 2

CAT/Perf Task (Multiple Choice or Hot Text items)

- [Embed excerpt from one or two source(s)] Which of the following correctly paraphrases info (or info from two sources)
- The student found information for [description of research plan or summary of sources etc.] . Choose [two/three] pieces of information that the student should add to [his/her] report.
- A student is writing a research report about <topic>. The student found two sources. Read both sources. Click on one sentence from each source that has information for the report.
- The student found another source. Read Source 2. Click on [one/two] sentence(s) that [has/have] information with a different point of view from the information in Source 1.
- [Embed excerpt from two sources] Source #1 says <claim/idea>. Click on [two/three] sentences in the excerpt from Source #2 that [supports/contradicts] this [claim/idea]. OR Source #2 says <quote>. Click on [two/three] sentences in the excerpt from Source #1 that [supports/contradicts] this [claim/idea].

PT – constructed response (all PT claim 4 questions pertain to the source materials read by students):

- Explain how the [image/table/map, etc.] 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 other two sources, to support your explanation. Identify the source of each piece of evidence by title or number.
- 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.
Source #1 describes <problem>. Explain how the information in Source #2 adds to the reader’s understanding of <problem>. Give two [details/examples] from Source #2 to support your explanation.

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.

While avoiding plagiarism, explain what Source #1 and Source #2 say about <idea/subtopic> by paraphrasing the information. Identify the sources by title or number.

While avoiding plagiarism, explain how information from Source #1 is [similar to/different from] the information in Source #2 by paraphrasing the content. Identify the sources by title or number.

Target 3
CAT/Perf Task (Multiple Choice or Hot Text items)

The student is writing a report about <topic>. The student found the following sources. Which source [or which two sources or which website] would most likely have information for the report?

Lead-in: A student is writing a research report about <subtopic>. Read the sentences from [her/his} report and the directions that follow.

Which source [or which two sources] would most likely give the student more information about the ideas [he/she] has written?

PT – constructed response (all PT claim 4 questions pertain to the source materials read by students):

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.

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.

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.

Some of the 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 for each piece of evidence by title or number.

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.
Target 4
CAT/Perf Task (Multiple Choice or Hot Text items)

- **Lead-in**: The student is writing an opinion paper/argument about ______. Read the draft of the paper and the directions that follow.

  The student found another source. Read the excerpt from the source and click on [one/two/three] sentence(s) that support(s) the opinion in the opinion paper/argument.

- A student is writing a research report about <topic>. [He/she] found a trustworthy source. Read Source 1 and the directions that follow.

  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.

- A student is writing a paper about <topic>. Read the paragraph from [his/her] paper and the directions that follow.

  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.

  OR

  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.

**PT Matching Table Items**

- Click on the boxes to show the [claim(s)/ idea(s)] that each source supports. Some sources may have more than one box selected.

<table>
<thead>
<tr>
<th>Source #1: &lt;Title&gt;</th>
<th>Source #2: &lt;Title&gt;</th>
<th>Source #3: &lt;Title&gt;</th>
<th>Source #4: &lt;Title&gt;</th>
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<tbody>
<tr>
<td>&lt;claim/ idea&gt;</td>
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<td>&lt;claim/ idea&gt;</td>
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</tbody>
</table>

* number of sources and number of ideas/claims is grade-dependent

- 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.

<table>
<thead>
<tr>
<th>Source #1: &lt;Title&gt;</th>
<th>Source #2: &lt;Title&gt;</th>
<th>Both</th>
<th>Neither</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;claim/ idea&gt;</td>
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