

## 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 a 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 from sources> 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.

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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.

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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.

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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.

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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.

**Example of Formatting:**

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

\* 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.

**Example of Formatting:**

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