**Overview of Claims and Evidence for CCSS ELA Assessment**

<table>
<thead>
<tr>
<th>ELA/Literacy Claim #4</th>
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<tbody>
<tr>
<td>Students can engage in research/ inquiry to investigate topics and to analyze, integrate, and present information.</td>
</tr>
</tbody>
</table>

**Rationale for ELA/Literacy Claim #4**

The Common Core standards reflect the fact that inquiry and critical thinking are essential attributes of a student who is college and career-ready, enabling students to produce new insights, perspectives, solutions, and products. The standards include a number of references to the kinds of research and investigation in which students should be prepared to engage. These include both the ability to gather, synthesize, and evaluate information from multiple texts and, if presenting their research orally, the ability to build on the ideas of others through collaboration and explorations of diverse perspectives. Today, a myriad of both print and non-print information is available globally. Students need to know how to filter information, evaluate the credibility of sources, detect and challenge the underlying assumptions, and make thoughtful decisions based on their analysis of what is relevant to the topic, issue, or problem being explored. These skills are important for college success, as students are asked to move past obvious or surface-level interpretations and use literacy skills to make sense of and respond to the written, visual, and verbal information they encounter. The ability to conduct short research projects provides opportunities to integrate reading, writing, speaking, and listening skills across content areas through focused inquiry.

In *How People Learn* (Bransford, Brown, & Cocking, 1999), the authors state that to develop competence in an area of inquiry, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. This principle emerges from research on learning and transfer. Experts, regardless of the field, always draw on a richly structured information base; they are not just “good thinkers” or “smart people.” The ability to plan a task, to notice patterns, to generate reasonable arguments and explanations, and to draw analogies to other problems, are all more closely intertwined with factual knowledge than was once believed (Pellegrino, 2002).

**What sufficient evidence looks like for ELA/Literacy Claim #4**

Research and inquiry tasks are a means by which students can demonstrate their ability to think critically, analyze and synthesize information, and communicate effectively. At each grade level,
Overview of Claims and Evidence for CCSS ELA Assessment

students will explore a topic, issue, or complex problem that may involve working with peers to gather and/or interpret information from multiple sources. Sources will be varied in terms of types, format, and content area. (Some tasks are likely to involve use of a simulation or an Internet search controlled by an individual student.) Individual students then select, analyze, and synthesize information in order to craft a coherent response to the problem or prompt using supporting evidence. In these multi-step performance tasks, students demonstrate their ability to apply literacy skills across content areas - history/social studies, science, and technical subjects, as well as the language arts.

Presentation formats for short research-related performance tasks will take one of three forms as appropriate to the grade level and prompt. Response formats may include: a written response with supporting textual evidence; an oral presentation or an outline or script for an oral presentation with enough detail to demonstrate organization and development of ideas with supporting textual evidence; or a visual/graphic presentation of findings (such as a PowerPoint or storyboard) with enough detail to demonstrate organization and development of ideas with supporting textual evidence. All research tasks will be scored using common criteria: these are likely to include (but may not be limited to) effective investigation, identification and evaluation of sources, synthesis of ideas/information, and accurate and appropriate documentation. Research tasks are likely to contribute some evidence to Claim #1 (Reading), Claim #2 (Writing), and Claim #3 (Speaking/Listening) scores.

Collaborations with peers during the information-gathering stage of these assessment tasks may also provide authentic ways for students to build on ideas of others while formulating and expanding their own knowledge and thinking. Collaboration with peers will not be required for all research-related performance tasks; but will be built into specific tasks where appropriate. Evidence from collaborative activities that are part of the research process - while not currently anticipated to be part of the summative evidence for large-scale assessment - supports formative assessment and instruction for short research projects that result in individual reports or presentations. Evidence from collaborative discussion activities may be collected locally and used for formative/instructional purposes, also assessing speaking and listening standards.

Examples of what to expect with short research performance tasks:

- At grades 3-5, students might read/view and discuss a short informational article about a science topic, such as static electricity. Then they will conduct a designed experiment with a partner to collect data about how static electricity behaves under certain conditions. Individually, students prepare and present their results to show that they can draw conclusions that integrate or compare what they read about and what they observed (using data collected and text evidence as support). Related to social studies, elementary students might read and discuss short personal accounts of US citizens who immigrated to this country when they were children (firsthand accounts) and an article (secondhand account) dealing with different immigration patterns across US history, and then be asked to respond to a research question posed (e.g., comparing or integrating information from firsthand and secondhand accounts).

- At middle school, students might explore a variety of potential digital and print resources that can be
Overview of Claims and Evidence for CCSS ELA Assessment

used to respond to a research question about the social and economic impact of the Transcontinental Railroad or to a problem with which they are presented such as how to control the spread of invasive plant species. Students would consider the credibility of sources located and relevance of information to the topic. Then, they would prepare and present their results to one another to show that they can draw conclusions that integrate or analyze information (using data and/or text evidence as support).

- Using a document/media library provided, high school, students might read and discuss texts and speeches or media messages all of which present different points of view about an issue from a period in history (e.g., World War I, Civil Rights era). Students may be asked to select appropriate sources, and then analyze and present information (academic writing/explanation) or critique perspectives/potential biases as they relate to the issue and craft a response (critique or argument). Student responses will demonstrate the ability to analyze and synthesize information, as well as evaluate sources used (primary, secondary, media, etc.) for credibility, bias, quality of evidence, and/or quality of reasoning. As follow-up, students might discuss collaboratively their research and findings.

Accessibility & Claim 4: Collaboration and independent inquiry are important skills for all students as they move toward college and career. Students’ engagement in collaborative inquiries provides heightened learning opportunities for them. Yet, for some students with disabilities, interactions with others and collaborative work are affected by their disabilities. These include individuals with autism, for example, and some with emotional/behavioral disabilities. Alternative approaches to collaborative activities may be needed. Yet, these approaches should be like those used by successful adults with disabilities who work alongside their peers in work and collegiate situations.

Research has also shown that, due to language barriers, ELL students are often less involved in collaborative academic efforts. Even if they try to engage, their teachers may not have enough confidence in them to involve them in classroom activities due to concerns about their possible language insufficiencies (see for example, Abedi & Herman, 2010). As assessments include collaborative elements, teachers should be made aware of these issues and seeks ways to engage ELL students in collaborative and independent inquiries. Teachers should have access to diagnostic information regarding ELL students’ level of English proficiency through benchmark and/or formative assessments that evaluate communication proficiency, so that they can properly evaluate how best to include students in collaborative activities. In addition, formative tools, professional development, and instructions for administration of summative tasks should all provide teachers with guidance about strategies to support this engagement.
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About the “Summative Assessment Targets” that follow…

The following pages identify summative assessment targets that describe the evidence that will be used to support Claim #4. Summative assessment targets do not replace the Common Core standards; rather, they reference specific standards at each grade level that test developers will use to guide item and task development and collectively serve the purpose of providing a consistent sampling plan for assessment within and across grades. All assessment targets will have some test items or score points, as determined by the test blueprints.

The targets that are provided are for grades 4, 8, and 11, serving as elementary, middle, and high school examples of the targets that the Consortium will develop for grades 3-11. The summative assessment targets at each grade level represent the prioritized content for assessment.

Each assessment target is accompanied by the related standard(s) in the CCSS from which it is drawn, and by the intended cognitive rigor/depth-of-knowledge (DOK) required by the assessment target. (The schema for DOK used here appears in Appendix A. Level 3 and 4 DOK descriptors represent what some would call “higher order” thinking because students must know the content more deeply to successfully engage with the described assessment tasks.)

Some tasks designed to provide measures contributing to an overall Claim #4 score may also contribute scores that will be aggregated under Claims #1-3. Some of the CCSS writing standards (W7 under PLAN/RESEARCH and W-8 under INTERPRET & INTEGRATE INFORMATION) are addressed under Claim #4 (Research) rather than under Claim #2 (Writing).
Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

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

1. **PLAN/RESEARCH:** Conduct short research projects to answer a multi-step question or to investigate different aspects (subtopics) of a broader topic or concept
   - **Standards:** SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4-when multiple sources are used)
   - **SL-2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
   - **SL-3** Identify the reasons and evidence a speaker provides to support particular points.
   - **SL-4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
   - **W-6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
   - **W-7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.

2. **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources
   - **Standards:** RI-9; W-8 W-9 (DOK 2)
   - **RI-9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
   - **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
   - **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. **EVALUATE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion)
   - **Standards:** W-9 (DOK 2)
   - **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

4. **USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed
   - **Standards:** RI-9; W-8, W-9 (DOK 3)
   - **RI-9** (see above)
   - **W-8** (see above)
   - **W-9** (see above)

5. **LANGUAGE & VOCABULARY USE:** Strategically use language, vocabulary (including academic and domain-specific vocabulary), and syntax appropriate to the purpose and audience
   - **Standards:** W-2d, W-3d, L-3a, L-6 (DOK 1)
   - **W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
   - **W-3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
   - **L-3a** Choose words and phrases to convey ideas precisely.
   - **L-6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message
   - **Standards:** L-1, L-2, (DOK 1)
   - **L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
   - **L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards:** W-6 (DOK 1)
   - **W-6** (see above)

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DRAFT TO ACCOMPANY GOVERNING STATE VOTE ON ASSESSMENT CLAIMS
March 20, 2012
Posted by Oregon Dept. of Education, May 2012 - to be updated following future updates from Smarter Balanced
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**Grade 8 SUMMATIVE ASSESSMENT TARGETS**

**ELA/Literacy Claim # 4**

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

<table>
<thead>
<tr>
<th>1. PLAN/RESEARCH: Conduct short research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong> SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7 (DOK 3, DOK 4)</td>
</tr>
<tr>
<td><strong>SL-2</strong> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</td>
</tr>
<tr>
<td><strong>SL-4</strong> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
</tr>
<tr>
<td><strong>SL-5</strong> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</td>
</tr>
<tr>
<td><strong>W-7, WLiteracy-7</strong> Conduct short research projects to answer a question, drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.</td>
</tr>
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<thead>
<tr>
<th>2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong> RI-9; RH and RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 3, DOK 4)</td>
</tr>
<tr>
<td><strong>RI-9</strong> 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.</td>
</tr>
<tr>
<td><strong>RLiteracy-7 (History)</strong> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
</tr>
<tr>
<td><strong>RLiteracy-7 (Sci/Tech)</strong> 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).</td>
</tr>
<tr>
<td><strong>RLiteracy-8 (History)</strong> Distinguish among fact, opinion, and reasoned judgment in a text.</td>
</tr>
<tr>
<td><strong>RLiteracy-8 (Sci/Tech)</strong> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</td>
</tr>
<tr>
<td><strong>RLiteracy-9 (History)</strong> Analyze the relationship between a primary and secondary source on the same topic.</td>
</tr>
<tr>
<td><strong>RLiteracy-9 (Sci/Tech)</strong> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</td>
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</table>

| **RLiteracy (History; Sci/Tech) -1, 2, 3** (as appropriate to research task or topic) |
| **W-8, WLiteracy-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, WLiteracy-9** Draw evidence from literary or informational texts to support analysis, reflection, and research. |

<table>
<thead>
<tr>
<th>3. EVALUATE INFORMATION/SOURCES: Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards:</strong> W-8; WLiteracy-8 (DOK 3)</td>
</tr>
<tr>
<td><strong>W-8, WLiteracy-8</strong> (see above)</td>
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</table>

<table>
<thead>
<tr>
<th>4. USE EVIDENCE: Cite evidence to support analyses, arguments, or critiques</th>
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<tbody>
<tr>
<td><strong>Standards:</strong> RI-9: RLiteracy-1-3 and 5-9; W-8, W-9; WLiteracy-8, 9 (DOK 3, DOK 4)</td>
</tr>
<tr>
<td><strong>RI-9</strong> (see above)</td>
</tr>
<tr>
<td><strong>RLiteracy (History; Sci/Tech) -7, 8, 9</strong> (see above)</td>
</tr>
<tr>
<td><strong>RLiteracy (History; Sci/Tech) -1-3</strong> (as appropriate to research task or topic)</td>
</tr>
<tr>
<td><strong>W-8, WLiteracy-8</strong> (see above)</td>
</tr>
<tr>
<td><strong>W-9, WLiteracy-9</strong> (see above)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. LANGUAGE &amp; VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience</th>
</tr>
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<tbody>
<tr>
<td><strong>Standards:</strong> W-2d, W-3d, L-6 (DOK 1, 2)</td>
</tr>
<tr>
<td><strong>W-2d</strong> Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
</tr>
<tr>
<td><strong>W-3d</strong> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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<table>
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<tr>
<th>L-6</th>
<th>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</th>
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<tbody>
<tr>
<td>6. EDIT/CLARIFY:</td>
<td>Apply grade-appropriate grammar usage and mechanics to clarify a message</td>
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<tr>
<td>Standards:</td>
<td>L-1, L-2 (DOK 1)</td>
</tr>
<tr>
<td>L-1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>L-2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>7. TECHNOLOGY:</td>
<td>Use tools of technology to gather information, make revisions, or to produce texts/presentations</td>
</tr>
<tr>
<td>Standards:</td>
<td>W-6; WLiteracy-6, W-8, WLiteracy-8 (DOK 1, DOK 2)</td>
</tr>
<tr>
<td>W-6, WLiteracy-6</td>
<td>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others</td>
</tr>
<tr>
<td>W-8, WLiteracy-8</td>
<td>(see above)</td>
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</table>

### Grade 11 SUMMATIVE ASSESSMENT TARGETS

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

1. **PLAN/RESEARCH:** Devise an approach and conduct short focused research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives
   - **Standards:** SL-2, SL-4, SL-5; W-6 W-7; WLit-7 (DOK 3, DOK 4)
   - SL-2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
   - SL-4 | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
   - SL-5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
   - W-7, WLiteracy-7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

2. **ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic
   - **Standards:** RLiteracy (History; Science/Tech)-1-3 and 7, 8, 9; SL-2; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 4)
   - RLiteracy-7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
   - RLiteracy-8 (History) | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
   - RLiteracy-8 (Science/Tech) | Evaluate the hypotheses, data analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating/challenging conclusions with other sources of information.
   - RLiteracy-9 (History) | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
   - RLiteracy-9 (Science/Tech) | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
   - RLiteracy-1, 2, 3 (as appropriate to research task or topic)
   - SL-2 | (see above)
   - W-8, WLiteracy-8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
   - W-9, WLiteracy-9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.

3. **EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources
   - **Standards:** W-8; WLit-8 (DOK 4)
   - W-8, WLiteracy-8 | (see above)

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4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures
   
   **Standards:** RLiteracy-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 3, DOK 4)

   RLiteracy-1, 2, 3 (as appropriate to research task or topic)
   
   RLiteracy (History; Science/Tech) -7, 8, 9 (see above)
   
   W-8, WLiteracy-8 (see above)
   
   W-9, WLiteracy-9 (see above)

5. **LANGUAGE & VOCABULARY USE:** Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience
   
   **Standards:** W-2d, W-3d; L-6 (DOK 1, 2)

   W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   
   W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   
   L-6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and persuasive texts)
   
   **Standards:** L-1, L-2 (DOK 1)

   L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   
   L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards:** W-6; WLiteracy-6 (DOK 1, DOK 2)
   
   W-6, WLiteracy-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Proposed Reporting Category for ELA/Literacy Claim #4

There should be adequate items and tasks to support the reporting of a Total Research/Inquiry score at the individual student level, based on student performance across the items and tasks from the Assessment Targets shown above.

The number of items and tasks associated with Research and Inquiry are not likely to be sufficient to support sub-scores for this Claim.

Conduct Research

Related to a topic, issue, or problem presented

(Grades 3-11: Assessment Targets #1, #2, #3, #4, #6, #7)

Other Assessment Notes for ELA/Literacy Claim #4

Item Types - In general, short research projects will be assessed with extended (two-day) performance tasks. At the high school level, it is possible that the two performance tasks currently planned for two days each may be combined into one more extended 4 day task to allow for the more ambitious research anticipated in the standards, as well as for a full writing cycle including planning, writing, and revising. These performance tasks will sometimes integrate reading-writing-speaking-listening skills as well as applications of technology. Students will gather information from science, social studies, or technical texts, non-print texts, and related activities to present what they learned about an issue or concept, or to argue for a solution or position. Whole class and/or small group collaboration may be used in the planning phase, and will (at least initially) be used as formative assessment evidence. For example, collaboration activities would be used during stages of posing questions and/or collecting data/information on a topic: a short science investigation to collect data and read about the science concept ahead of time; view and discuss a video of an historical speech on civil rights and collect class or school survey data on civil rights perspectives, etc. The summative assessment would be a presentation of learning – with oral, visual/graphic, or written responses (or a combination). Technology applications, as outlined in the standards, will be stressed in either the planning or presentation phase. All extended performance tasks will be scored analytically with trained raters and may also include a holistic scoring component. (See Appendix E for annotated examples of short research tasks.)

Short investigations may also occur in more extended constructed response items on the test: for example, comparing information from two texts or sources or conducting a brief search for information to answer a question from a simulated website or set of available sources.

Notes regarding text selection – Extended short research performance assessments, sometimes planned with collaboration among peers, will use print and non-print texts from content areas other than ELA.