



<b>6.W.5:</b> Conduct research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society?). b. Gather relevant information from multiple sources and annotate sources. c. Assess the credibility of each source. d. Quote or paraphrase the information and conclusions of others. e. Avoid plagiarism and provide basic bibliographic information for sources. f. Present information, choosing from a variety of formats. (E)	
<b>Reporting Category:</b> Writing	<b>Subdomain:</b> Writing
<b>Assessed On:</b>  <input type="checkbox"/> Checkpoint 1 <input type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
<a href="#">6.W.5 Instructional Framework</a>	<a href="#">ILEARN Stimulus Specifications</a>
<b>Content Limits:</b> <ul style="list-style-type: none"><li>• Provide instructions using the boilerplate language in this item specification.</li><li>• Use text entry item types for this standard.</li><li>• Ask students to write a short constructed response in 1-2 paragraphs.</li><li>• Require students to consider more than one source in order to answer the research question.</li><li>• Assess students on their ability to provide citations with credit to source materials for the facts or details used to support ideas.</li><li>• Avoid assessing students on grammar, usage, and conventions under this standard.</li></ul>	
<b>Clarifications:</b> <ul style="list-style-type: none"><li>• Research writing standards are measured using one authentic writing task in Part 1 of the ILEARN Performance Task. These research writing tasks only assess the research standard and do not assess student knowledge and skills as defined by the Indiana Academic Standards for grammar and conventions.</li><li>• Scoring rubrics are unique to each research writing item, and items are handscored.</li><li>• Students will gather relevant information from multiple resources (including but not limited to media, interviews, surveys, and observations). They will evaluate this information for relevancy, credibility, and reliability.</li></ul>	
<b>Items Tagged as Reading Comprehension Items for Text-to-Speech:</b> No	
<b>Expected Academic Vocabulary:</b> Research, Research question, Relevant information, Source, Annotate, Credibility, Quote, Paraphrase, Conclusions, Plagiarism, Format, Citation	
<b>Boilerplate Language</b>	
<b>Part 1: Research Question</b>	



Read each source, and answer the question.

[Unique Writing Prompt: Include instructions that guide students to address the prompt in **1-2 paragraphs**. Prompt should be written in a way that requires students to read **more than one** source in order to write an adequate response.] Use at least **one** [detail/piece of evidence] from Source 1 and **one** [detail/piece of evidence] from Source 2 to support your [explanation/response/answer]. Include the source title, number, or paragraph where each [detail/piece of evidence] is found.

You may look back at the sources, or your notes, as often as you like. Your answer will help you think about the information you have read, which will be useful in the next part of this assessment.

### Proficiency Level Descriptors and Example Items

**Below Proficiency:** Response gives an explanation that is insufficient, incorrect, or irrelevant. Minimal, if any, evidential support is provided through source materials. Credit to source materials may be missing.

Example Item	Student Writing Sample
In <b>1-2 paragraphs</b> , explain how national parks are similar to state parks. Use at least <b>one</b> detail from Source #1 and <b>one</b> detail from Source #2 to support your explanation. Include the source title, number, or paragraph where each detail is found.	<i>I like going to visit the state park with my mom.</i>  OR  <i>State parks are better than national parks because they are closer. The source says that state parks are right in our backyard.</i>
In <b>1-2 paragraphs</b> , explain which source would be <b>most</b> relevant to students researching how to get the most enjoyment out of hiking in a national park. Justify and support your answer with <b>two</b> pieces of evidence from the <b>most</b> relevant source. Include the source title, number, or paragraph where each piece of evidence is found.	<i>I think Source 1 is better for people who want to enjoy hiking. It talks about national parks. It says something about trails.</i>

**Approaching Proficiency:** Response provides a correct but limited/partial explanation. Some adequate evidential support is provided through one source, or evidence from more than one source is irrelevant. Citations, including quoted textual evidence, or credit given to sources may be vague or inconsistent.

Example Item	Student Writing Sample
In <b>1-2 paragraphs</b> , explain how national parks are similar to state parks. Use at least <b>one</b> detail from Source #1 and <b>one</b> detail from Source #2 to support your explanation. Include the source title,	<i>National parks and state parks are both places you can visit. They have trees. Source 2 says that state parks have places to go camping.</i>



number, or paragraph where each detail is found.	OR  <i>National parks and state parks are both places you can visit. They have trees. Source 2 states, "State parks maintain important local ecosystems."</i>
In <b>1-2 paragraphs</b> , explain which source would be <b>most</b> relevant to students researching how to get the most enjoyment out of hiking in a national park. Justify and support your answer with <b>two</b> pieces of evidence from the <b>most</b> relevant source. Include the source title, number, or paragraph where each piece of evidence is found.	<i>Source 1 is the most helpful for students who want to enjoy hiking in a national park. In paragraph 3, it says, "Hikers can enjoy marked trails with maps provided at visitor centers."</i>
<b>At Proficiency:</b> Response provides a correct and adequate explanation. Adequate support for the response is provided through more than one piece of relevant textual evidence. Citations including the source title, number, or paragraph for each piece of quoted evidence are provided.	
Example Item	Student Writing Sample
In <b>1-2 paragraphs</b> , explain how national parks are similar to state parks. Use at least <b>one</b> detail from Source #1 and <b>one</b> detail from Source #2 to support your explanation. Include the source title, number, or paragraph where each detail is found.	<i>National parks and state parks are similar because both protect natural areas. According to Source 1, national parks "preserve landscapes and wildlife". Source 2 also states, "State parks maintain important local ecosystems."</i>
In <b>1-2 paragraphs</b> , explain which source would be <b>most</b> relevant to students researching how to get the most enjoyment out of hiking in a national park. Justify and support your answer with <b>two</b> pieces of evidence from the <b>most</b> relevant source. Include the source title, number, or paragraph where each piece of evidence is found.	<i>Source 1 is the most relevant for students researching how to get the most enjoyment out of hiking in a national park. In paragraph 3, it explains that "National parks have marked trails with different levels of difficulty, and visitors can pick up trail guides in the visitor centers." It also states in paragraph 5 that "Park rangers provide advice for where to find the best scenic views."</i>
<b>Above Proficiency:</b> Response provides a correct and adequate explanation. Adequate support for the response is provided through more than one piece of relevant textual evidence, and further elaboration is included, explaining how the evidence supports the explanation. Citations including the source title, number, or paragraph for each piece of quoted evidence are provided.	
Example Item	Student Writing Sample
In <b>1-2 paragraphs</b> , explain how national parks are similar to state parks. Use at least <b>one</b> detail from Source #1 and <b>one</b> detail from Source #2 to support your explanation. Include the source title,	<i>National parks are similar to state parks because both of them have missions to conserve nature and provide beautiful outdoor spaces for the public to enjoy. Source 1, paragraph 2 explains</i>



number, or paragraph where each detail is found.	<i>that national parks “preserve landscapes to ensure they remain unspoiled for future generations.” Source 2, paragraph 3 states that state parks serve as “protectors of local natural resources while offering outdoor activities like hiking and camping.” This evidence shows that both national parks and state parks aim to protect the environment while connecting people with nature.</i>
In <b>1-2 paragraphs</b> , explain which source would be <b>most</b> relevant to students researching how to get the most enjoyment out of hiking in a national park. Justify and support your answer with <b>two</b> pieces of evidence from the <b>most</b> relevant source. Include the source title, number, or paragraph where each piece of evidence is found.	<i>Source 1 is the most relevant source to use when researching how to get the most enjoyment out of hiking at a National Park. Source 1, paragraph 8 includes a quote from a student who frequently visits the park with his family. Ayden says, “I love Indiana Dunes National Park. There are plenty of places to hike with my family, and they even provide kits for making smores.” Source 1, paragraph 10 also includes a list of different points of interest for hikers to stop and see. The list includes, “sand dunes, Lake Michigan, the nature center,” and more. A student could ponder the list and decide which stops best fit their interests. This evidence shows that Source 1 has the most relevant information when researching how to enjoy hiking in a national park.</i>