7.CC.5: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	
Reporting Category: Communication and Collaboration	**Subdomain**: Analyzing Informational Text & Media

Assessed On:

☐ Checkpoint 1   ☐ Checkpoint 2   ☐ Checkpoint 3   ☑ Summative

7.CC.5 Instructional Framework	**ILEARN Stimulus Specifications**

Content Limits:
- Include items that are stimulus-dependent; no items should be answerable without listening to the presentation.
- Avoid using audio stimuli from fictional genres.

Clarifications:
- Students can practice skills for this standard by listening to the arguments of others in order to delineate arguments and claims and evaluate the speakers' reasoning and evidence.
- In order to distinguish claims that are supported by evidence from claims that are not, students will need to understand the differences between facts and claims.
  - Facts are objective, verifiable and generally universally accepted. Statements of fact correspond to reality and can be supported by evidence, data, or observation (e.g., "The earth orbits the sun," or "Indianapolis is the capital of Indiana.").
  - Claims are subjective and arguable. Statements of claim may express an opinion, belief, or interpretation of fact. They can be open to debate or challenge and require evidential support through reasoning or facts (e.g., "School uniforms should be mandatory," or "Social media negatively impacts mental health.").
- Recognizing emotional pleas within an argument will be important for identifying those claims that may be unsupported. Emotional pleas often include opinions based on values, beliefs, or personal feelings.
- The terms valid and sound are sometimes used interchangeably, so modeling intentional use of this language in the classroom is important.
  - Arguments can have valid reasoning although they may be made about untrue or unreasonable ideas (e.g., Dogs chase cats, so dogs never chase rabbits.). This is an example of a valid but unsound argument.
  - Sound arguments are those wherein the reasoning is valid AND the facts are true and/or probable (e.g., Some dogs chase cats, so dogs might also like chasing rabbits).

Items Tagged as Reading Comprehension Items for Text-to-Speech: No

Expected Academic Vocabulary: Delineate, Speaker, Argument, Claim, Evaluate, Soundness, Reasoning, Relevance, Sufficiency, Evidence

Proficiency Level Descriptors and Example Items

Below Proficiency: When listening to a speaker's argument: Identify one or more claims; OR Identify one or more reasons or pieces of evidence used to support a given claim; OR Determine which claim is supported by a specific reason or piece of evidence.	

Which claim is **best** supported by evidence from the presentation? [Multiple Choice] OR What are **two** claims the speaker makes in the presentation? [Multiple Select]	DOK 1 - These items require students to listen to a presentation and identify one or more claims made by the speaker. The speaker's claim(s) may or may not be explicitly stated in the presentation, but they are easily discernible. The projected difficulty for these items is medium.
Which detail(s) from the presentation **best** support the claim that cell phones are healthy for kids? [Multiple Choice or Multiple Select] OR Read the statement from the presentation and answer the question. [Insert a claim made in the presentation] Which detail from the presentation supports the claim? [Multiple Choice]	DOK 2 - These items require students to listen to a presentation and identify one or more reasons or pieces of evidence a speaker uses to support a specific claim. Details may be quotations from the presentation or paraphrased statements of evidence. The projected difficulty for this item is easy.
Read the statement from the presentation and answer the question. [Insert specific line of reasoning or evidence from a presentation] Which claim is **best** supported by this statement/evidence?	DOK 2 - This item requires students to listen to a presentation and determine a claim that is supported by a specific statement or piece of evidence. Students analyze more than one claim in order to consider which claim is supported by the statement/evidence provided in the item stem. The projected difficulty for this item is medium.

[Multiple Choice]	
Approaching Proficiency: When listening to a speaker's argument: Identify claims that are not supported by specific reasons or pieces of evidence; OR Distinguish between reasons or evidence as relevant or irrelevant to a specific claim.	
Which claims does the speaker make that are **not** supported by evidence in the presentation? Select **two**. [Multiple Select] OR Read the statement from the presentation and answer the question. [Insert statement/detail/evidence from presentation] Which claim is **not** supported by this statement/evidence? [Multiple Choice]	DOK 2 - These items require students to listen to a presentation and identify one or more claims that are not supported by reasons or pieces of evidence. Students evaluate the soundness of a speaker's reasoning or sufficiency of a speaker's evidence to recognize when claims are unsubstantiated or weak. The projected difficulty for these items is medium.

Complete the table to show whether each piece of evidence is relevant or irrelevant to the claim that [insert specific claim].

	Relevant	Irrelevant
[Reason/evidence 1]	☑	☐
[Reason/evidence 2]	☐	☑
[Reason/evidence 3]	☑	☐

[Table Match]

OR

Which detail(s) from the presentation are relevant/irrelevant to the speaker's claim that

DOK 2 - These items require students to listen to a presentation and distinguish between the reasons or evidence presented as relevant or irrelevant to a specific claim. Reasons/evidence may be direct quotes from the presentation or paraphrased statements. The projected difficulty for this item is hard.

[insert specific claim]? Choose **two.** [Multiple Select]	

Complete the table to show which claims are supported or not supported by relevant or sufficient evidence.

	Supported	**Not Supported**
[Claim 1]	☑	☐
[Claim 2]	☐	☑
[Claim 3]	☑	☐

[Table Match]

DOK 2 - This item requires students to listen to a presentation and distinguish between claims that are supported or not supported by relevant or sufficient evidence. The projected difficulty for this item is hard.

Part A
Which claim is **best** supported by evidence from the presentation?

OR

What claim does the speaker make in the presentation?

[Multiple Choice]

Part B
Which detail from the presentation is **most** relevant to the claim in Part A?

[Multiple Choice]

DOK 3 - These two-part items require students to listen to a presentation and identify a speaker's claim. The claim is not explicitly stated but it is easily discernible. Then, students select the most relevant evidence from the presentation that supports the claim in Part A. Evidence may be quotations from the presentation or paraphrased statements. The projected difficulty for these items is easy.

Which detail/statement could be added to the presentation to improve support for the speaker's claim that [insert specific claim]? [Multiple Choice] OR Complete the table to show which additional information should be added to improve support for the speaker's claim that [insert specific claim]. <table><tr><td></td><td>**Yes**</td><td>**No**</td></tr><tr><td>**[Evidence/Reasoning]**</td><td>☐</td><td>☐</td></tr><tr><td>**[Evidence/Reasoning]**</td><td>☐</td><td>☐</td></tr><tr><td>**[Evidence/Reasoning]**</td><td>☐</td><td>☐</td></tr></table> [Table Match]	DOK 3 - This item requires students to listen to a presentation and analyze the effectiveness of a speaker's claim(s) and evidence in order to determine which additional detail(s) should be added to further support a given claim/idea. The projected difficulty for this item is medium.
Part A Which detail(s) provide relevant and sufficient evidence for the claim that [insert specific claim]. OR Which detail provides sound reasoning for the claim that [insert specific claim]? OR Which detail(s) from the presentation **best** supports the claim that [insert specific claim]? [Multiple Choice or Multiple Select or Hot Text Selectable] **Part B** How is the evidence in Part A relevant and sufficient to the claim the speaker makes in the presentation? [Multiple Choice]	DOK 3 - These two-part items require students to listen to a presentation and assess the support for a speaker's claims. Students distinguish between details and evidence that are sound or unsound; then they explain how that evidence does or does not provide relevant and sufficient support for the speaker's claim. The speaker's claim is provided in the item stem. The projected difficulty for these items is medium.

Part A
Which detail(s) show an **error** in the speaker's line of reasoning for the claim that [insert specific claim]?

OR

Which detail(s) from the presentation provide **weak** support for the claim that [insert specific claim]?

[Multiple Choice or Multiple Select or Hot Text Selectable]

Part B
Which change should the author make to their presentation to improve the soundness of their reasoning?

OR

Which change should the author make to their presentation to improve the support for their claim?

[Multiple Choice]

DOK 3 - These two-part items require students to listen to a presentation and assess the support for a speaker's claims. Students distinguish between details and evidence that are sound or unsound; then they explain how that evidence does or does not provide relevant and sufficient support for the speaker's claim. The speaker's claim is provided in the item stem. The projected difficulty for these items is medium.