



4.CC.4: Identify and use evidence a speaker provides to support particular points.	
Reporting Category: Communication and Collaboration	Subdomain: Reading and Understanding Informational Text & Media
Assessed On: <input type="checkbox"/> Checkpoint 1 <input type="checkbox"/> Checkpoint 2 <input type="checkbox"/> Checkpoint 3 <input checked="" type="checkbox"/> Summative	
4.CC.4 Instructional Framework	ILEARN Stimulus Specifications
Content Limits: <ul style="list-style-type: none">• Include audio or video presentations of nonfiction material as stims for items related to this standard.• Include context for students when they are asked to listen to a presentation (e.g., In the following presentation, you will hear a speaker talk about [topic].).	
Clarifications: <ul style="list-style-type: none">• The primary elements of this foundational standard include:<ul style="list-style-type: none">○ Critical thinking - actively engaged thinking while reading/listening to information.○ Answer retrieval - practicing effective strategies for locating answers within a text or presentation, fostering a sense of self-efficacy.○ Comprehension - demonstrating an understanding of the material.	
Items Tagged as Reading Comprehension Items for Text-to-Speech: No	
Expected Academic Vocabulary: Speaker, Points, Evidence	
Proficiency Level Descriptors and Example Items	
Below Proficiency: Identify one or more details a speaker uses to support a given point.	
Choose two statements from the presentation that <u>best</u> support the speaker's key point that [include given point from the presentation]. [Multiple Select] OR Which sentence does the speaker use to support the point that [include given point from the presentation]? [Multiple Choice]	DOK 1 - These items require students to identify one or more key points made in a presentation that can best support a given point the speaker makes. The author's point from the presentation is provided in the stem. The projected difficulty for these items is easy.



<p>OR</p> <p>Based on the presentation, which statement best describes why [include given point from the presentation]?</p> <p>[Multiple Choice]</p>														
Approaching Proficiency: Distinguish between points that are supported or not supported by details in an oral presentation.														
<p>After listening to the oral presentation, identify the key points that are supported or not supported.</p> <table><tr><td></td><td>Supported</td><td>Not Supported</td></tr><tr><td>[key point A]</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>[key point B]</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr><tr><td>[key point C]</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table> <p>[Table Match]</p>			Supported	Not Supported	[key point A]	<input type="checkbox"/>	<input type="checkbox"/>	[key point B]	<input type="checkbox"/>	<input type="checkbox"/>	[key point C]	<input type="checkbox"/>	<input type="checkbox"/>	<p>DOK 2 - This item requires students to distinguish which key points are supported or unsupported after listening to an oral presentation. The projected difficulty for this item is easy.</p>
	Supported	Not Supported												
[key point A]	<input type="checkbox"/>	<input type="checkbox"/>												
[key point B]	<input type="checkbox"/>	<input type="checkbox"/>												
[key point C]	<input type="checkbox"/>	<input type="checkbox"/>												
<p>Which statement is supported by details in the oral presentation?</p> <p>OR</p> <p>Which two statements are <u>not</u> supported by details in the oral presentation?</p> <p>[Multiple Select]</p>		<p>DOK 2 - This item requires students to identify which statements/key points from the oral presentation are supported or unsupported. The projected difficulty for this item is easy.</p>												
At Proficiency: Identify an explicit point that is made through one or more pieces of evidence in an oral presentation.														
<p>Part A</p> <p>What key point does the speaker make about [insert topic]?</p> <p>[Multiple Choice]</p>		<p>DOK 3 - This two-part item requires students to determine one key point a speaker makes about a given topic in a presentation. Then, students select more than one statement of evidence that best supports their answer in Part A. The provided statements of evidence are explicitly mentioned in the stimulus. The level of reasoning</p>												



<p>Part B</p> <p>Choose two statements of evidence that best support the key point in Part A.</p> <p>[Multiple Select]</p>	<p>required increases the complexity of the item. The projected difficulty is easy.</p>
<p>Above Proficiency: Infer an implicit point that is made through multiple pieces of evidence in an oral presentation.</p>	
<p>[Media Source provided should contain implicit key points.]</p> <p>Part A</p> <p>Choose the statement that best describes the speaker's key point.</p> <p>[Multiple Choice]</p> <p>Part B</p> <p>Choose two statements of evidence that best support the key point in Part A.</p> <p>[Multiple Select]</p>	<p>DOK 3 - This two-part item requires students to select which statement best summarizes a speaker's implicit main point in an overall presentation. Then, students select more than one statement of evidence that best supports their answer in Part A. The provided statements of evidence are explicitly mentioned in the stimulus. The level of reasoning required increases the complexity of the item. The projected difficulty is medium.</p>