

<b>8.RC.6:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (E)		
Reporting Category: Reading Comprehension	<b>Subdomain</b> : Analyzing Informational Text & Media	
Assessed On:		
☐ Checkpoint 1 ☑ Checkpoint 2	☐ Checkpoint 3 ☑ Summative	
8.RC.6 Instructional Framework	ILEARN Stimulus Specifications	
<ul> <li>Include items that are: Passage Based and Standalone</li> <li>Avoid developing standalone items for the Approaching, At, and Above PLDs.</li> <li>Assess this standard using informational text.</li> <li>Include text that provides more than one claim or important point.</li> <li>Avoid asking students to evaluate or find evidence to support "ideas" in a text.</li> <li>Use the standard language "argument," "claim," "reasoning," or "evidence" when writing items for this standard.</li> </ul>		
<ul> <li>Clarifications:</li> <li>When evaluating an author's argument, a reader should recognize when the evidence is irrelevant and unsound by evaluating the claims made by the author in terms of accuracy and viewpoint.</li> <li>In order to distinguish claims that are supported by evidence from claims that are not, students will need to understand that facts are strictly defined and can be proven true or false.</li> <li>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.</li> </ul>		
Items Tagged as Reading Comprehension Items for Text-to-Speech: Yes		
<b>Expected Academic Vocabulary</b> : Delineate, Evaluate, Argument, Claim, Reasons, Sound reasoning, Relevant evidence, Sufficient, Irrelevant, Emotional plea, Opinion		
Proficiency Level Descriptors and Example Items		
<b>Below Proficiency:</b> Identify one or more claims made in an argument; OR Identify one or more reasons or pieces of evidence used to support an author's claim in a text; OR Identify claims that are supported by a specific reason or piece of evidence found in a text; OR Explain how an author introduces or supports a claim.		
Read the paragraph and answer the question.	DOK 1 - These items require students to determine a claim an author makes in a limited	

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[Insert unique paragraph.]	text (1-2 paragraphs). This item stands alone and is not associated with a passage, or stimulus.
What is the author's claim about [paragraph topic]?	The claim requires minimal interpretation or answer choices paraphrase a stated claim. The projected difficulty for these items is medium.
[Multiple Choice]	
OR	
What are <b>two</b> claims the author makes about [subject matter]?	
[Multiple Select]	
What is the claim the author makes in paragraph 2?	DOK 1 - These items require students to determine one or more claims an author makes in text. Claims made in the accompanying text
[Multiple Choice]	may require a minimal amount of interpretation or answer choices may paraphrase claims made in
OR	the text. The projected difficulty for these items is medium.
Which <b>two</b> claims does the author make in the passage?	
[Multiple Select]	
How does the author support the claim that [insert claim]?	DOK 1 - These items require students to choose one or more statements that best explain how an author introduces or supports a claim. Items may
A. by including	be passage based or stand alone. The claim is provided in the item stem. The projected difficulty
B. by citing C. by explaining	for these items is hard.
D. by quoting	
OR	
Read the claim from paragraph 8.	
[Insert passage excerpt.]	
Which sentence <b>best</b> explains how the author supports this claim?	

[Multiple Choice] OR	
OK .	
Select <b>two</b> ways in which the author supports the claim that [insert claim].	
[Multiple Select]	
Which claim about [subject matter] is supported by the evidence provided in paragraph 3?	DOK 1 - These items require students to identify one or more claims that are supported by specific textual evidence. Items may be passage based
[Multiple Choice]	or stand alone. Answer options include multiple claims made in the passage. The projected
OR	difficulty for these items is hard.
Which claim from the paragraph is supported by sufficient evidence?	
[Multiple Choice]	
Read the author's claim in paragraph 5.	DOK 2 - These items require students to select one or more pieces of textual evidence that
[Insert passage excerpt.]	supports a given claim. Items may be passage based or stand alone. Students may have to
Which evidence is important to the author's claim that [insert claim]?	differentiate between evidence used to support a given claim and evidence used to support alternate claims in the text. The projected
[Multiple Choice or Hot Text Selectable]	difficulty for these items is easy.
OR	
Which <b>two</b> sentences from the passage <b>best</b> support the author's claim that [insert claim]?	
[Multiple Select]	
OR	
OR	

# ILEARN Item Specifications

Which sentence provides support for the claim that [insert claim]?		t for the claim	
[Multiple Choice]			
evidence; OR Di	stinguish betwee	n reasons or evid	im in an argument, and provide supporting textual ence in a text that support or do not support an pleas or opinions used to support an argument or
Select the boxes to show whether each detail from the passage supports the author's claim that [insert claim].			DOK 2 - This item requires students to distinguish between evidence or details in a passage that support or do not support a given claim. The projected difficulty of this item is easy.
	Supports the Claim	Does Not Support the Claim	
[Detail 1]			
[Detail 2]			
[Detail 3]			
[Table Match]			
Which phrase/sentence from the passage shows where the author appeals to the reader's emotions to support an argument?		eader's	DOK 2 - This item requires students to identify explicit textual evidence of an author's attempt to appeal to the emotions of readers. The projected difficulty of this item is medium.
[Multiple Choice or Hot Text Selectable]		ctable]	
Which evidence is <b>most</b> important to the author's claim about [subject matter]?		nt to the author's	DOK 3 - These items require students to select one or more pieces of textual evidence that supports a claim in a passage or section of text.
OR			The claim is not provided for students which increases the depth of knowledge required to
Which evidence supports the author's claim in paragraphs 6-10?		hor's claim in	engage with these items. The projected difficulty for these items is easy.
[Multiple Choice or Hot Text Selectable]		ctable]	
OR			

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Which claim does the author make about [subject matter]?

## Part B

Which sentence from the passage supports the claim in Part A?

[Multiple Choice]

**At Proficiency:** Explain the strength or effectiveness of a given claim; OR Assess the support for claims in an argument, including the soundness, relevancy, or sufficiency of the reasons and evidence; OR Explain how specific reasons or evidence support an author's claim.

Read this sentence from paragraph 8.

[Insert passage excerpt.]

How does this evidence support the claim that [insert claim]?

- A. It proves...
- B. It explains...
- C. It shows...
- D. It describes

DOK 2 - This item requires students to choose a statement that best explains how specific reasons or evidence an author uses work to provide support for a claim. The claim is provided in the item stem. The projected difficulty for this item is easy.

[Multiple Choice]

Which evidence is **most** relevant to the author's claim that [insert claim]?

[Multiple Choice or Hot Text Selectable]

OR

Which **two** details from the passage provide relevant support for the claim that [insert claim]?

[Multiple Select]

OR

DOK 2 - These items require students to evaluate the author's support for a particular claim by determining whether the provided evidence is relevant or sufficient. The claim is identified for the student. The projected difficulty for these items is medium.



Which statement from the passage makes a claim that is <b>not</b> supported by evidence?			
[Multiple Choice]			
OR			
Which detail(s) from the passage is/are not relevant to the author's claim that [insert claim]?			
[Multiple Choice, I Selectable]	Multiple Select, o	or Hot Text	
OR			
Complete the table to show whether or not each detail is relevant to the author's claim that [insert claim].			
	Relevant to the Claim	Not Relevant to the Claim	
[Evidence or Reasoning]			
[Evidence or Reasoning]			
[Evidence or Reasoning]			
[Table Match]			
Read the claim from	om paragraph 8.		DOK 2 - This item requires students to explain the strength or effectiveness of a specific claim.
[Insert passage excerpt.]			Students evaluate the soundness of claims based on the author's use of facts versus
Which sentence <b>best</b> explains why this claim is weak/strong?		y this claim is	exaggerations or opinions as well as the relevancy or sufficiency of an author's reasons or evidence presented in a text. The projected
[Multiple Choice or Hot Text Selectable]		tahle]	difficulty of this item is hard.

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Which evidence is <b>most</b> relevant to the author's claim in paragraph 10?	DOK 3 - These items require students to evaluate the author's support for a particular claim by identifying evidence as relevant or irrelevant. The
[Multiple Choice]	claim is not provided for the student, which increases the depth of knowledge required for
OR	this task. The projected difficulty for these items is easy.
Which <b>two</b> sentences contain relevant and supportive evidence for the author's claim in paragraphs 5-7?	
[Multiple Select]	
How does the quotation from [Source] support the author's claim in paragraph 4?	DOK 3 - These items require students to explain how an author supports a claim. The claim is not provided for students. Students must assess the
[Multiple Choice]	author's method(s) for supporting the claim which may include an understanding of the sufficiency
OR	and relevancy of provided evidence. The claim is not provided which increases the depth of
Why might the [paraphrased description of information] in paragraph 7 be considered insufficient evidence for [author's claim or argument]?	knowledge required for this task. The projected difficulty for these items is easy.
[Multiple Choice]	
Part A Which claim made by the author is most supported by evidence in the passage?  [Multiple Choice]	DOK 3 - This item requires students to determine which claim is most supported by evidence in a passage, then justify their reasoning with one or more pieces of textual evidence. The projected difficulty for this item is easy.
Part B Which evidence from the passage best supports the answer in Part A?	
[Multiple Choice or Multiple Select]	

**Above Proficiency:** Analyze the strength or effectiveness of an argument or claim in a text, and support the analysis with textual evidence.

### Part A

Read the claim from the passage.

[Insert passage excerpt.]

Which sentence **best** explains why this claim is weak/strong?

[Multiple Choice]

#### Part B

Select the sentence that weakens the claim in Part A.

[Multiple Choice]

DOK 3 - This item requires students to explain the strength or effectiveness of a particular claim an author makes in their argument, then justify their reasoning with textual evidence. Students evaluate the soundness of claims based on the author's use of facts versus exaggerations or opinions as well as the relevancy or sufficiency of an author's reasons or evidence presented in a text. The projected difficulty of this item is medium.

## Part A

How does the author effectively argue that [insert argument]?

[Multiple Choice]

## Part B

Which sentence(s) **best** supports the answer in Part A?

[Multiple Choice or Multiple Select]

DOK 3 - This item requires students to evaluate an author's central argument and explain the strength or effectiveness of that argument through an analysis of the soundness of an author's claims as well as the relevancy or sufficiency of the reasons or evidence presented in a text. Then, students identify one or more pieces of textual evidence to support their reasoning. The projected difficulty for this item is hard.