

# **Example**

## **Independent Writing**

### **Items**

#### **ELA Indicator 2.1.c**

Compiled from the Grade Level NeSA ELA Samplers  
*(Grades 3-8, 11)*

## 2.1.c

Grade Level Indicators	
3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
4.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
6.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
7.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
8.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
12.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.

18. Jen is taking notes for a paragraph about how to make orange juice.

Select the **three** notes that BEST support the topic. Select **three**.

tastes good \_\_\_\_\_  
has vitamin C \_\_\_\_\_  
need a pitcher \_\_\_\_\_  
use cold water \_\_\_\_\_  
stir with a spoon \_\_\_\_\_  
made from citrus fruit \_\_\_\_\_

**Answer Key – Correct Responses**

Jen is taking notes for a paragraph about how to make orange juice.

Select the **three** notes that BEST support the topic. Select **three**.

tastes good \_\_\_\_\_  
has vitamin C \_\_\_\_\_  
need a pitcher ✓  
use cold water ✓  
stir with a spoon ✓  
made from citrus fruit \_\_\_\_\_

Item Information		
<b>Alignment</b>	3.2.1.c	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
<b>Answer Key</b>	Option 3, Option 4, Option 5	<b>Option Annotations</b> The student is asked to determine which three notes support the topic of how to make orange juice. Options 3, 4, and 5 are the correct responses because they are all steps in the process. Options 1, 2, and 6 are incorrect because they are opinions about or features of orange juice.
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Gather Relevant Information	This item is worth 2 points. To receive full credit, the student must correctly identify the three notes that support the topic. To receive 1 point, the student must correctly identify at least one note that supports the topic.

18. A student is writing a research report about silent movies. Read the sentences from her report and the directions that follow.

The first motion pictures, or movies, were invented in the late 1800s. These were not movies that told a story, though. They were moving pictures of scenes from real life. The first movie that told a story was *The Great Train Robbery*. This movie was made in 1903, and it was about eleven minutes long. Like all early movies, it was a silent movie. This means that it had no sound.

Which source would most likely give the student more information about the ideas she has written?

- A. a book called *The Greatest Movies of the Last Ten Years*
- B. a magazine article called “How to Make Your Own Movie”
- C. a chapter called “Silent Movies” in the book *A History of Movies*
- D. a dictionary that has the meanings of the words “silent” and “movie”

Item Information		
<b>Alignment</b>	4.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
<b>Answer Key</b>	C	<b>Option Annotations</b>
<b>Depth of Knowledge</b>	2	The student is asked to determine which source would include information to support the writer’s ideas. Option C is the correct answer since the book includes information that is relevant to the topic and the time period that is discussed in the paragraph. Options A and C are incorrect since the topic of the paragraph is not modern movies or movie-making. Option D is incorrect because the definitions of “silent” and “movie” are already provided in the paragraph.
<b>Focus</b>	Relevant Information	

19. A student is writing a research report about the animals of Antarctica. Select **one** sentence that has information the student can use to support the topic.

Antarctica is one of the most difficult places to live in the world. Antarctica is the coldest place on Earth. It is not surprising that very few people live there year-round. Even though few people live there, many people take trips to Antarctica each year. Some scientists go there to study the ice. Because Antarctica is almost all ice, it has few plants. Only two types of flowering plants are found there. Many different types of penguins make their home in Antarctica.

### Answer Key – Completed Correct Response

A student is writing a research report about the animals of Antarctica. Select **one** sentence that has information the student can use to support the topic.

Antarctica is one of the most difficult places to live in the world. Antarctica is the coldest place on Earth. It is not surprising that very few people live there year-round. Even though few people live there, many people take trips to Antarctica each year. Some scientists go there to study the ice. Because Antarctica is almost all ice, it has few plants. Only two types of flowering plants are found there. **Many different types of penguins make their home in Antarctica.**

Item Information		
<b>Alignment</b>	5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
<b>Answer Key</b>	Sentence 8	<b>Option Annotations</b>
<b>Depth of Knowledge</b>	2	The student is asked to select the sentence from an informational source that can be used to support the student's topic. The correct response is sentence 8 because it is the only sentence that mentions an animal (penguin), which supports the topic animals of Antarctica. The remaining sentences are incorrect because they are about other aspects of Antarctica and not relevant to the specific research topic.
<b>Focus</b>	Relevant Information	

19. A student is writing an informative report on how airplanes are built and is looking for relevant sources of information.

Move the sources into the correct places in the chart.

Relevant Source	Not a Relevant Source
XXXXXXXXXXXXXXXXXXXX	
XXXXXXXXXXXXXXXXXXXX	

an airline pilot training video  
a tour guide from an aircraft factory  
instructions from a model airplane kit  
the website of an aircraft manufacturer  
a flight attendant's description of airplane interiors  
images of different kinds of airplanes from the Internet

## Answer Key – Completed Correct Response

A student is writing an informative report on how airplanes are built and is looking for relevant sources of information.

Move the sources into the correct places in the chart.

?	
Relevant Source	Not a Relevant Source
a tour guide from an aircraft factory	an airline pilot training video
the website of an aircraft manufacturer	a flight attendant's description of airplane interiors
XXXXXXXXXXXXXXXXXXXX	images of different kinds of airplanes from the Internet
XXXXXXXXXXXXXXXXXXXX	instructions from a model airplane kit

Item Information		
<b>Alignment</b>	6.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
<b>Answer Key</b>	See Completed Correct Response	<b>Option Annotations</b>  The student is asked to determine relevancy of sources to a task by moving the sources under the categories <i>Relevant Source</i> and <i>Not a Relevant Source</i> . The correct relevant sources are “a tour guide from an aircraft factory” and “the website of an aircraft manufacturer” because factory and manufacturer relate to building an aircraft. The first option, “an airline pilot training video,” goes under the <i>Not a Relevant Source</i> category because it is about how to fly an airplane, not how it is built. The “instructions from a model airplane kit” also goes under the <i>Not a Relevant Source</i> category because the instructions are not applicable to real airplane construction. The last two options go under <i>Not a Relevant Source</i> because, while about airplanes, neither source relates to building an airplane.  This item is worth 2 points. To receive full credit, the student must correctly complete all six sections of the chart. To receive 1 point, the student must correctly complete at least three sections of the chart.
<b>Depth of Knowledge</b>	2	
<b>Focus</b>	Gather Relevant Information	

18. A student is writing a research report about spiders. The student found a source. Read the source and select **one** claim that the author makes that is NOT supported by credible evidence.

The screenshot shows a digital reading interface with a toolbar at the top featuring icons for file, back, forward, and help. The main area is titled "Source". The text discusses spider silk's unique qualities, mentioning its strength, elasticity, and potential synthetic creation. Sentence 6, which includes an opinion from a man making online videos, is highlighted in green.

Spider silk, spun into beautiful webs to trap insects for food, is fascinating. This silk features several unique qualities. According to the National Nature Project, spider silk is stronger than steel, by weight, and yet it is more elastic than a rubber band. Scientists study spider silk because they hope to create materials with similar properties. Researchers at Utah State University are attempting to create synthetic spider silk for uses such as replacements for plastics and stronger airbags in cars. According to a man who makes online videos about current events, though, synthetic spider silk will probably take another twenty years to develop.

### Answer Key – Completed Correct Response

A student is writing a research report about spiders. The student found a source. Read the source and select **one** claim that the author makes that is NOT supported by credible evidence.

The screenshot shows the same digital reading interface as above, but sentence 6 is now highlighted in green across its entire length, indicating it is the correct answer.

Spider silk, spun into beautiful webs to trap insects for food, is fascinating. This silk features several unique qualities. According to the National Nature Project, spider silk is stronger than steel, by weight, and yet it is more elastic than a rubber band. Scientists study spider silk because they hope to create materials with similar properties. Researchers at Utah State University are attempting to create synthetic spider silk for uses such as replacements for plastics and stronger airbags in cars. According to a man who makes online videos about current events, though, synthetic spider silk will probably take another twenty years to develop.

Item Information		
<b>Alignment</b>	7.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
<b>Answer Key</b>	Sentence 6	<b>Option Annotations</b>
<b>Depth of Knowledge</b>	2	The student is asked to determine which claim in the paragraph is not supported by credible evidence. The correct answer is sentence 6 because the sentence includes an opinion of someone who is not an authoritative source. In addition, the information is not supported by evidence. Sentences 1, 2, and 4 are general statements that are supported by the credible evidence provided in sentences 3 and 5.
<b>Focus</b>	Using Authoritative Sources	

18. A student is writing a research report about George Washington Carver. Read the paragraph from the report and the directions that follow.

George Washington Carver was an influential scientist and educator. He was a pioneer in studying how particular crops affected the health of farmland. At the time, southern farmers grew primarily cotton, which depleted nutrients in the soil. Carver showed farmers the value of alternating which crops they planted each year. For example, planting cotton one year, then peanuts or soybeans the next, restored nutrients in the soil and resulted in better crops with higher yields. Carver also discovered new ways to use a variety of crops, which meant higher demand and better prices. Carver's work helped reshape farming in the South in the early twentieth century.

The student found information in different sources. Choose **two** pieces of information that support the claims in the student's paragraph. Choose **two**.

- A. He appreciated art and studied painting at Simpson College in Iowa.
- B. Although known for his peanut research, Carver did not invent peanut butter.
- C. In 1947, a fire destroyed many of the contents of a museum dedicated to Carver's work.
- D. In 1939, he received a presidential medal for his contributions to agriculture in the South.
- E. He was the first African American graduate of the college now known as Iowa State University.
- F. Carver thought of hundreds of ways to use peanuts, including nonfood ideas such as paper and ink.

Item Information		
<b>Alignment</b>	8.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
<b>Answer Key</b>	D, F	<b>Option Annotations</b>
<b>Depth of Knowledge</b>	2	The student is asked to determine two pieces of information that support the claim that George Washington Carver was an important scientist and educator. Option D is correct because being awarded a presidential medal for contributions to agriculture supports the idea that George Washington Carver was an important scientist. Option F is also correct because the statement reinforces how George Washington Carver discovered new ways to use a variety of crops. Although Options A, B, C, and E are specific facts about George Washington Carver, they do not support the claim that he was an important scientist and educator.
<b>Focus</b>	Gather Relevant Information	This item is worth 2 points. To receive full credit, the student must correctly identify both sentences that support claim. To receive 1 point, the student must correctly identify one of the sentences that support the inference.