

Grade: 11	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p>RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RST 1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>	<ul style="list-style-type: none"> For RI 1, provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. (1)² For RI 1, provides strong and thorough textual evidence with a determination of where the text leaves matters uncertain. (3) For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to important distinctions the author makes. (4) For RST 1, provides textual evidence to support an analysis of science and/or technical texts, attending to any gaps or inconsistencies in the account. (5) For RH 1, provides textual evidence to support an analysis of primary and/or secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (6)
<p>RI 2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RST 2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>	<ul style="list-style-type: none"> Provides a statement of two or more central ideas of a text. (1) Provides an analysis of the development of two or more central ideas over the course of the text, including how they interact and build on one another to produce a complex account. (2) Provides an objective summary of a text. (3) For RH 2, provides a statement of the central ideas or information of a primary or secondary source; provides an accurate summary that makes clear the relationships among the key details and ideas. (4) For RST 2, provides a statement of the central ideas or conclusions of a text; summarizes complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (5)
<p>RI 3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RH 3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> For RI 3, provides an analysis of a complex set of ideas. (1) For RI 3, provides an analysis of a sequence of events. (2) For RI 3, provides an explanation of how specific individuals interact and develop over the course of the text. (3) For RI 3, provides an explanation of how specific ideas interact and develop over the course of the text. (4) For RI 3, provides an explanation of how specific events interact and develop over the course of the text. (5) For RST 3, demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, based on explanations in the text. (6) For RST 3, provides an analysis of the specific results of carrying out experiments, taking measurements, or performing technical tasks, based on explanations in the text. (7) For RH3, provides an evaluation of various explanations for actions or events, designating which explanation best accords with textual evidence. (8)

² This evidence combines grades 11 evidences RI1.1 and RI1.2 from Phases 1 and 2.

	<ul style="list-style-type: none"> For RH3, provides an evaluation of various explanations for actions or events where the text leaves the explanation for an action or event uncertain. (9)
<p>RI 5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RST 5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RH 5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<ul style="list-style-type: none"> For RI 5, provides an analysis and evaluation of the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (1) For RST5, provides an analysis of how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. (2) For RH5, provides a detailed analysis of how a complex primary source is structured, including how key sentences, paragraphs, or larger portions of the text contribute to the whole. (3)
<p>RI 6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RST 6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>RH 6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p>	<ul style="list-style-type: none"> For RI 6, provides a determination of an author’s point of view or purpose in a text in which the rhetoric is particularly effective. (1) For RI 6, provides an analysis of how style and content contribute to the power, persuasiveness, or beauty of the text. (2) For RST 6, provides an analysis of the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. (3) For RH 6, provides an evaluation of the authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, or evidence. (4)
<p>RI 7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RST 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> For RI 7, provides an evaluation of multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (1) For RST7 and RH7, provides an integration of multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (2) For RST7 and RH7, provides an evaluation of multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (3)
<p>RI 8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RST 8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RH 8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<ul style="list-style-type: none"> For RI 8, provides a delineation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (1) For RI 8, provides an evaluation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). (2) For RST8, provides an evaluation of the hypotheses, data, analysis, and conclusions in a science or technical text, including

	<p>verification of the data when possible and corroboration or challenging of conclusions with other sources of information. (3)</p> <ul style="list-style-type: none"> • For RH8, provides an evaluation of an author’s premises, claims, and evidence by corroborating or challenging them with other information. (4)
<p>RI 9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>RST 9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>RH 9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<ul style="list-style-type: none"> • For RI 9, provides an analysis of themes in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). (1) • For RI 9, provides an analysis of the purposes of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). (2) • For RI 9, provides an analysis of the rhetorical features in seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). (3) • For RST9, provides a synthesis of information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, including the resolution of conflicting information when possible. (4) • For RH9, provides an integration of information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (5)