OSAS English Language Arts Test

High School English Language Arts (ELA) Claims, Targets, and Standards Alignment

This document aligns the OSAS ELA summative test with the Oregon English Language Arts (ELA) and Literacy Standards. Oregon's ELA summative tests are built around what students should know and be able to do within their enrolled grade. The OSAS ELA summative test includes multiple ELA domains *(Approximately Reading 40%, Writing 40%, Listening 10%, and Research 10%)* which are referenced as assessment "Claims". Each claim is accompanied by grade-level assessment targets which correlate to the specific concepts associated with standards and their full depth of critical thinking. These claims and targets can be used to design local assessments or develop classroom lessons with task-rich activities. In addition, the document serves as a guide in understanding the OSAS ELA test results and interpreting district/school target reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure the inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is "difficult".

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like reading and determining the author's purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

Component	Claim	Content Category	Targets	Items	Total Items	OSAS Blueprint Descriptors
OSAS Blueprint: Target Sampling ELA/Literacy Grades 3 – 8 and HS						
Computer Adaptive (CAT)	1: Reading	*Literary*	2: Central Ideas	0-1	4	**Reading**: Approximately 33% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.
			4: Reasoning and Evaluation	1		
			1: Key Details	2 – 3		
			3: Word Meanings			
			5: Analysis with/across Texts			
			6: Text Structures and Features			
			7: Language Use			
		Informational	9: Central Ideas	1 – 2	7 - 8	**Reading**: Approximately 66% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics.
			11: Reasoning and Evaluation	1 – 2		
			8: Key Details	5 - 6		
			10: Word Meanings			
			12: Analysis with/across Texts			
			13: Text Structures and Features			
			14: Language Use			
	2: Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	2	6	Evidence will come from revising, and/or editing the various writing purposes. **Writing:** • Approximately 33% opinion writing • Approximately 33% narrative writing • Approximately 33% informative writing
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts			
			8: Language and Vocabulary Use	1		
		Conventions	9: Edit/Clarify	3		
	3: Listening	Listening	4: Listen/Interpret	4	4	
	4: Research	Research	2: Interpret and Integrate Information	1	3	
			3: Analyze Information/Sources	1		
			4: Use Evidence	1		
Performance Task (PT)	2: Writing	Organization/Purpose	4/7: Compose Full Texts	**1 Full Write**		A. Each student receives one PT with either an opinion or informative writing task. a. The ELA PT writing task is hand-scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. B. An additional research item (machine scored item, or short text response) is aligned to ELA PT and reported under Claim #4 (Research).
		Evidence/Elaboration	4/7: Compose Full Texts			
			8: Language and Vocabulary Use			
		Conventions	9: Edit/Clarify			
	4: Research	Research	2: Interpret and Integrate Information	**0-1 Machine Scored** **0-1 Short Text**		
			3: Analyze Information/Sources			
			4: Use Evidence			

			Claim #1 Reading: *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.*		

Oregon Reading Content Category: Literary Text

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within /Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine a theme or central idea from evidence in the text or provide an objective summary of the text.	Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/ explanation.	Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.	Analyze text structures and the impact of those choices on meaning or presentation.	Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.

Oregon English Language Arts and Literacy Standards

			11.RL.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.			
Primary focus is on 11.RL.1	**11.RL.2** - Determine two or more themes or 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 produce a complex account. Provide an evidence-based summary of the text that includes analysis.	**11.RL.4** - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings. **11.L.4** - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. **11.L.4a** - Use context as a clue to the meaning of a word or phrase. **11.L.4b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. **11.L.4c** – Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **11.L.4d** - Verify the preliminary determination of the meaning of a word or phrase. **11.L.5b** - Analyze nuances in the meaning of words with similar denotations. **11.L.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11.RL.3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text. **11.RL.6** - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant. **11.RL.9** - Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.	**11.RL.3** - Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text. **11.RL.6** - Analyze a case in which grasping point of view, or understanding a perspective or cultural experience requires distinguishing what is directly stated in a text from what is really meant.	**11.RL.5** - Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	**11.RL.4** - Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings. **11.L.5a** - Interpret figures of speech in context and analyze their role in the text.

			11.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 9-12 text complexity band independently and proficiently.			

			Oregon Reading Content Category: Informational Text		

Claim #1 Reading: *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.*

Oregon Reading Content Category: Informational Text

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within /Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine a central idea and the key details that support it or provide an objective summary of the text.	Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.	Analyze or compare how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.	Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.

Oregon English Language Arts and Literacy Standards

11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within /Across Texts	Text Structures and Features	Language Use
Primary focus is on 11.RI.1	**11.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, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.	**11.RI.1** - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. **11.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **11.L.4** - Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. **11.L.4a** - Use context as a clue to the meaning of a word or phrase. **11.L.4b** - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. **11.L.4c** – Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **11.L.4d** - Verify the preliminary determination of the meaning of a word or phrase. **11.L.5b** - Analyze nuances in the meaning of words with similar denotations. **11.L.6** - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11.RI.3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text. **11.RI.6** - Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text. **11.RI.7** - Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem. **11.RI.8** - Delineate and evaluate the reasoning in works of public advocacy, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments. **11.RI.9** - Analyze documents of historical and literary significance, from the Americas, for their themes, purposes, and rhetorical features.	**11.RI.3** - Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text. **11.RI.6** - Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how the rhetoric contributes of the text.	**11.RI.5** - Analyze or evaluate the effectiveness of the structure an author uses in their exposition or argument, including the purpose of the structure.	**11.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. **11.L.5a** - Interpret figures of speech in context and analyze their role in the text.

11.RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 9–12 text complexity band independently and proficiently.

Claim #2 Writing: _Students can produce effective writing for a range of purposes and audiences._			
Oregon Writing Content Category: Computer Adaptive Test (CAT) Segment			
Organization/Purpose	**Evidence/Elaboration**	**Evidence/Elaboration**	**Conventions**
Revise Brief Texts **1b:** Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). **3b:** Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. **6b:** Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	**Language and Vocabulary Use** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.		**Edit/Clarify:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.
Oregon English Language Arts and Literacy Standards			
11.W.3 (Targets 1b) a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. **11.W.2 (Targets 3b)** a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **11.W.1 (Targets 6b)** a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. **11.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**11.W.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **11.W.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **11.L3a** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **11.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11.L.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **11.L.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.			
Oregon Writing Content Category: Performance (PT) Segment			
Organization/Purpose	**Evidence/Elaboration**	**Evidence/Elaboration**	**Conventions**
COMPOSE FULL TEXTS: **4**: Write **full explanatory** texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. **7**: Write **full arguments** about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.	**Language and Vocabulary Use** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	**Edit/Clarify:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	
Oregon English Language Arts and Literacy Standards			
11.W.2 (Targets 4) a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **11.W.1 (Targets 7)** a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. **11.W.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **11.W.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience. **11.W.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **11.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.	**11.W.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **11.W.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **11.L3a** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. **11.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**11.L.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **11.L.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

Claim #3 Speaking/Listening: *Students can employ effective speaking and listening skills for a range of purposes and audiences.*

Oregon Listening Content Category

Listen/Interpret
Analyze, interpret, and use information delivered orally.

Oregon English Language Arts and Literacy Standards
11.SL.2 - Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
11.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Claim #4 Research: *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.*		

Oregon Research Content Category		

Analyze / Integrate Information	Evaluate Information / Sources	Use Evidence
Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.	Cite evidence to support opinions, ideas, or analyses.

Oregon English Language Arts and Literacy Standards		
11.RI.1 - Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored. **11.RI.7** - Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem. **11.W.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation **11.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.	**11.W.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**11.W.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. **11.W.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **11.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.