



# 4<sup>th</sup> Grade Writing Pathways to Proficiency (ELA) Standards and Achievement Level Descriptors (ALD)

This document aligns the Oregon English Language Arts (ELA) learning targets with corresponding Oregon Writing ELA Standards. The document serves as a guide in understanding the different levels of proficiency as aligned to these learning targets. Educators can use this document as a tool in making connections between the ELA Writing Standards and the different resources available: Evidence Statements, Achievement Level Descriptors and Progressions, and Statewide Interim Assessment Resources to support instruction.

**STANDARDS:** Although the Writing Standards are divided into multiple writing purposes the processes of communication are closely connected to other standard categories, as reflected throughout this document.

<p><b>Opinion/Argumentative:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Informational/Expository:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Narrative:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
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- While the Standards delineate specific expectations in writing, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task in combination of other ELA category standards and other content areas.
- Additionally, this document includes the writing process connections in **research/inquiry** to investigate topics, and to analyze, integrate, and present information.

**LEARNING TARGETS:** Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

**EVIDENCE STATEMENTS:** Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

**ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS:** Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

**INTERIM ASSESSMENT RESOURCES:** A description of the statewide interim assessment resources connected to the identified learning target.

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### COMPOSE FULL TEXTS – OPINION

LEARNING TARGET	STANDARDS
Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.	<p><b>4.W.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>4.W.1a</b> - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p><b>4.W.1b</b> - Provide reasons that are supported by facts and details.</p> <p><b>4.W.1c</b> - Link opinion and reasons using words and phrases.</p> <p><b>4.W.1d</b> - Provide a concluding statement or section related to the opinion presented.</p> <p><b>4.W.4</b> - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 above.)</p> <p><b>4.W.5</b> - With guidance and support from peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p><b>4.W.6</b> - With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>4.W.8</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>4.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>4.W.10</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

#### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS OPINION**

*The student will write and revise full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.*

**(Organization)** *The student will use information provided in a stimulus to organize opinion text by*

- 1. providing an opening that states an opinion about a topic*
- 2. providing an opening that establishes a context*
- 3. organizing supporting evidence/reasons and elaboration*
- 4. using transition words and phrases to connect opinions to evidence/reasons and elaboration*
- 5. developing an appropriate conclusion related to the opinion presented*

**(Elaboration)** *The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by*

1. *developing the opinion with supporting evidence/reasons and elaboration*
2. *deleting details that do not support the opinion\**

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS OPINION**

- **Students should be able to provide adequate evidence that they can write full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitions for coherence; develop supporting evidence/reasons and elaboration; and develop an appropriate conclusion.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write and revise simple opinion pieces, in which there may be a poorly stated opinion about a topic or source; minimal attendance to purpose and audience; few organized ideas; little statement of a context and focus; and inclusion of few structures and transitions for coherence, few supporting reasons/evidence, and an underdeveloped conclusion.	Students should be able to provide <b>partial evidence</b> that they can write and revise opinion pieces, in which they may occasionally demonstrate the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and transitions for coherence; include some supporting evidence/reasons and elaboration; and develop a conclusion.	Students should be able to provide <b>adequate evidence</b> that they can write and revise full opinion pieces, demonstrating the ability to state opinions about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitions for coherence; develop supporting evidence/reasons and elaboration; and develop an appropriate conclusion.	Students should be able to provide thorough evidence that they can write and revise complex opinion pieces, demonstrating the ability to state opinions about topics or sources; effectively attend to purpose and audience; efficiently organize ideas by stating a context and focus; include more complex structures and appropriate transitions for coherence; develop strong supporting evidence/reasons and elaboration; and develop an appropriate, well-developed conclusion.

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes;</li> <li>• IAB: Revision</li> <li>• FIAB: Write and Revise Opinion Text;</li> </ul>	<p style="text-align: center;"> <a href="#">Write and Revise Opinion Brief Writes Sample Items</a>; <a href="#">Compose Opinion Full Texts Sample Items</a> </p>	<p style="text-align: center;"> <a href="#">Brief Writes</a>; <a href="#">Write and Revise Opinion</a>; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a>; <a href="#">Compose Full Opinion Texts (PT)</a> </p>

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### COMPOSE FULL TEXTS – INFORMATIONAL

LEARNING TARGET	STANDARDS
Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.	<p><b>4.W.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>4.W.2a</b> - Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful in aiding comprehension.</p> <p><b>4.W.2b</b> - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>4.W.2c</b> - Link ideas within categories of information using words and phrases.</p> <p><b>4.W.2d</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>4.W.2e</b> - Provide a concluding statement or section related to the information or explanation presented.</p> <p><b>4.W.4</b> - With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 2 above.)</p> <p><b>4.W.5</b> - With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p><b>4.W.6</b> - With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>4.W.8</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>4.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>4.W.10</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

#### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS INFORMATIONAL**

***The student will write and revise full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.***

***(Organization)*** The student will use information provided in a stimulus to organize informational text by

- 1. stating a focus (main idea)*
- 2. writing in body paragraphs*
- 3. using transition words and phrases to link ideas*
- 4. including a conclusion that is appropriate to the audience and related to the information or explanation presented*

***(Elaboration)*** The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by

1. *developing and elaborating the focus (main idea) using supporting evidence*
2. *using precise language and domain specific vocabulary to inform or explain*
3. *deleting details that do not support the main idea\**

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS INFORMATIONAL**

- **Students should be able to provide adequate evidence that they can write and revise full informational/explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an appropriate conclusion.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write and revise full, simple informational/explanatory texts, in which there may be minimal attention to purpose and audience, minimal evidence of organization of ideas, underdeveloped focus, few structures and transitional strategies for coherence, minimal evidence and elaboration, and an underdeveloped conclusion.	Students should be able to provide <b>partial evidence</b> that they can write and revise informational/ explanatory texts on a topic, in which there may be some attendance to purpose and audience, some organization of ideas and focus, inclusion of some structures and transitional strategies for coherence, some evidence and elaboration, and a simple conclusion.	Students should be able to provide adequate evidence that they can write and revise full informational/ explanatory texts on a topic, attending to purpose and audience, organizing ideas by stating a focus, including structures and appropriate transitional strategies for coherence, including supporting evidence and elaboration, and developing an appropriate conclusion.	Students should be able to provide thorough evidence that they can write and revise full, complex informational/ explanatory texts on a topic, attending to purpose and audience, efficiently organizing ideas, keeping a strong focus, including structures and appropriate transitional strategies for coherence, strong supporting evidence and elaboration, and a well-developed conclusion.

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes</li> <li>• IAB Revisions</li> <li>• FIAB: Write and Revise Informational Texts</li> </ul>	<p style="text-align: center;"> <a href="#">Write and Revise Informational Brief Writes Sample Items</a>; <a href="#">Compose Informational Full Texts Sample Items</a> </p>	<p style="text-align: center;"> <a href="#">Brief Writes</a>; <a href="#">Write and Revise Informational Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a> </p>

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### COMPOSE FULL TEXTS – NARRATIVE

LEARNING TARGET	STANDARDS
<p>Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>	<p><b>4.W.3</b> -Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>4.W.3a</b> - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>4.W.3b</b> - Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>4.W.3c</b> - Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>4.W.3d</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>4.W.3e</b> - Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>4.W.4</b> - With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 3 above.)</p> <p><b>4.W.5</b> - With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)</p> <p><b>4.W.6</b> - With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>4.W.8</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p><b>4.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>4.W.10</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

#### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS NARRATIVE**

*The student will write and revise full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).*

**(Organization)** *The student will write or revise organized narratives that engage and orient the reader by*

1. *providing an opening that establishes a situation*
2. *providing an opening that introduces a narrator and character(s)*
3. *organizing narrative with a sequence of events that unfolds naturally*
4. *using transitional words and phrases to manage the sequence of events*
5. *providing closure that follows from the narrative*

**(Elaboration)** The student will use information provided in a stimulus to revise narratives that apply narrative techniques such as

1. including dialogue to convey events/experiences
2. including concrete words, phrase, sensory details to convey events/experiences
3. using precise language to narrate events
4. identifying details that should be deleted because they are inconsistent with the rest of a narrative\*

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS NARRATIVE**

- Students should be able to provide adequate evidence that they can write and revise full compositions, adequately demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write and revise full, simple compositions, demonstrating minimal use of narrative techniques, structures, or appropriate transitional strategies for coherence.	Students should be able to provide <b>partial evidence</b> that they can write and revise full compositions, occasionally demonstrating narrative techniques, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.	Students should be able to provide <b>adequate evidence</b> that they can write and revise full compositions, adequately demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.	Students should be able to provide <b>thorough evidence</b> that they can write and revise full, complex compositions, demonstrating specific narrative techniques, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.

**INTERIM ASSESSMENT RESOURCES:**

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• IAB: Brief Writes</li> <li>• IAB Revisions</li> <li>• FIAB: Write and Revise Narrative Texts</li> </ul>	<p><b>Sample Items:</b></p> <p><a href="#">Write and Revise Narrative Brief Writes Sample Items</a>; <a href="#">Compose Narrative Full Texts Sample Items</a></p>	<p><b>Tools for Teachers:</b></p> <p>Interim Connections Playlist  <a href="#">Brief Writes</a>; <a href="#">Write and Revise Narratives</a>; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a></p>
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## WRITING - Students can produce effective writing for a range of purposes and audiences.

### WRITING (All Purpose Types): LANGUAGE AND VOCABULARY USE

LEARNING TARGET	STANDARDS
Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	<p><b>4.W.2d</b> - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>4.W.3d</b> - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>4.L.3a</b> - Choose words and phrases to convey ideas precisely.</p> <p><b>4.L.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>

#### EVIDENCE STATEMENTS:

1. *The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience.*
2. *The student will identify and use the best concrete words and phrases.*
3. *The student will identify and use effective sensory details to convey experiences and events.*
4. *The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.*

#### ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to provide adequate evidence that they can strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to <b>provide, with significant support (e.g. explicit direction, step-by-step support), minimal evidence</b> that they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Students should be able to <b>provide, with minimal support (e.g. directive and general feedback), partial evidence</b> they can use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Students should be able to <b>provide adequate evidence</b> that they can strategically use language and vocabulary appropriate to purpose and audience when revising or composing texts.	Students should be able to <b>provide thorough evidence</b> that they can strategically and effectively use language and vocabulary appropriate to purpose and audience when revising or composing complex texts.

#### INTERIM ASSESSMENT RESOURCES:

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• FIAB: Language and Vocabulary Use</li> </ul>	<p><b>Sample Items:</b></p> <p><a href="#">Language and Vocabulary Use Sample Items</a></p>	<p><b>Tools for Teachers:</b></p> <p><a href="#">Language and Vocabulary Use</a></p>
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## WRITING - Students can produce effective writing for a range of purposes and audiences.

### WRITING (All Purpose Types): EDIT

LEARNING TARGET	STANDARDS
Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	<p><b>4.L.1 (including 4.L1a – 4.L1g)</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>4.L.2 (including 4.L2a – 4.L2d)</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>4.L.3b</b> - Choose punctuation for effect.</p>

#### EVIDENCE STATEMENTS:

1. *The student will identify, edit to correct, and/or edit for correct use of grammar usage, spelling, capitalization, and punctuation.*

#### ACHIEVEMENT LEVEL DESCRIPTORS:

- Students should be able to provide adequate evidence that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to <b>provide, with significant support (e.g., explicit feedback, grammar aids), minimal evidence</b> that they can apply or edit grade appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts	Students should be able to <b>provide, with minimal support (e.g., grammar aids), partial evidence</b> that they can apply or edit grade appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Students should be able to <b>provide adequate evidence</b> that they can apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.	Students should be able to <b>provide thorough evidence</b> that they can apply or edit appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.

#### INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• FIAB: Editing</li> </ul>	<a href="#">Edit Sample Items</a>	<a href="#">Editing</a>

## **WRITING/RESEARCH - Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

### **WRITING/RESEARCH: Interpret & Integrate Information; Analyze Information/Sources; Research / Inquiry**

<b>LEARNING TARGET</b>	<b>STANDARDS</b>
Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>4.W.7</b> - Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>4.W.8</b> - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <b>4.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>4.W.10</b> - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### ***EVIDENCE STATEMENTS: WRITING/RESEARCH***

***(Interpret & Integrate Information):*** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.

- 1. The student will locate information from a text source to support a central idea or subtopic related to research.*
- 2. The student will interpret information from a text source to support a given purpose related to research tasks.*
- 3. The student will interpret information from a visual source to support a given purpose related to research tasks.*

***(Analyze Information / Sources):*** Distinguish relevant/irrelevant information.

- 1. The student will analyze digital and print sources in order to locate relevant information to support research.*

***(Use Evidence):*** Cite evidence to support opinions and ideas.

- 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.*

#### **ACHIEVEMENT LEVEL DESCRIPTORS:**

- Students should be able to provide adequate evidence that they can locate information to support central ideas and subtopics, and select and integrate information from data or print and non-print text sources, provide adequate evidence that they can distinguish relevant-irrelevant information, and provide adequate evidence that they can generate conjectures or opinions and cite evidence to support them based on evidence collected and analyzed.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
<p>Students should be able to <b>provide minimal evidence</b> that they can locate information to support ideas and select information from data or print and non-print text sources, <b>provide minimal evidence</b> that they can distinguish relevant-irrelevant information with support (e.g., explicit direction), and <b>provide minimal evidence</b> that they can generate conjectures or opinions.</p>	<p>Students should be able to <b>provide partial evidence</b> that they can locate information to support central ideas and subtopics, and select information and partially integrate information from data or print and non-print sources, <b>provide partial evidence</b> that they can distinguish relevant-irrelevant information with minimal support (e.g., directive or general feedback), and <b>provide partial evidence</b> that they can generate conjectures or opinions and include evidence to support them based on evidence collected.</p>	<p>Students should be able to <b>provide adequate evidence</b> that they can locate information to support central ideas and subtopics, and select and integrate information from data or print and non-print text sources, <b>provide adequate evidence</b> that they can distinguish relevant-irrelevant information, and <b>provide adequate evidence</b> that they can generate conjectures or opinions and cite evidence to support them based on evidence collected and analyzed.</p>	<p>Students should be able to <b>provide thorough evidence</b> that they can locate information to strongly support central ideas and subtopics, and select and integrate critical information from two or more data or print and non-print text sources, <b>provide thorough evidence</b> that they can distinguish relevant-irrelevant information from multiple sources, and <b>provide thorough evidence</b> that they can generate strong conjectures or opinions and thoroughly cite relevant evidence to support them based on evidence collected and analyzed.</p>

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Research</li> <li>• FIAB: Research: Interpret and Integrate</li> <li>• FIAB: Research: Analyze Information</li> <li>• FIAB: Research: Use Evidence</li> </ul>	<p><a href="#">Research Inquiry Sample Items</a></p>	<p><a href="#">Research</a>; <a href="#">Research: Analyze Information</a>; <a href="#">Research: Interpret and Integrate</a>; <a href="#">Research: Use Evidence</a></p>