Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Smarter Balanced Assessment Consortium
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More than 200 individuals and organizations offered feedback on one or more drafts of the content specifications. The organizations included the State Departments of Education from California, Colorado, Connecticut, Delaware, Hawaii, Idaho, Kansas, Maine, Michigan, Missouri, North Carolina, Oregon, Utah, Vermont, Washington, West Virginia, and Wisconsin, as well as the following:

ACT, Inc.
Addison Central Supervisory Unit
Aiea High School
Altus Network of Charter Schools
Asheboro City Schools
Asheville City Schools
Asheville Middle School
Association of California School Administrators
Beaufort County Public Schools
Berlin Area School District
Bridgeport Public Schools
Brien McMahon HS
Cabarrus County Schools
California Office to Reform Education
California Teachers Association
Californians Together
Camden Hills Regional High School
Cascade MCS
Catholic Diocese of Wichita, Kansas
Central Connecticut State University
Chippewa Falls Area Schools
Clinton City Schools
College Board
Connecticut Education Resource Center
Connecticut Technical High School
Council of the Great City Schools
Craven County Schools
Delavan-Darien School District
Discovery Charter School
East Lyme Public Schools
East Oakland Leadership
Edith Bowen Laboratory School
Elk Grove Unified School District

Envision Schools/3CS
Federal Way Public Schools
Freedom Area School District
Golden Valley HS
Granite School District
Hayward High School
Heritage Academies
Hot Springs School District
International Reading Association
Jordan Education Association
Junction City High School, Geary Co. Schools
Liberty Public Schools
MetaMetrics, Inc.
Milwaukee Public Schools
Monterey County Office of Education
National Council of La Raza
National Writing Project
Nebo School District
New Hope Elementary School District
Newhall Middle School
Northeast Elementary School
Northside High School
Odessa R-VII School District
Old Saybrook High School
Orange Unified School District
Partnership for 21st Century Skills
Pearson
Pewaukee School District
Pymatuning Valley High School
Randolph School District
Riverside Unified School District
San Bernardino City Unified School District
San Bernardino County Superintendent of Schools
San Diego Unified School District
San Luis Obispo County Office of Education
Santa Clara County Office of Education
Santa Monica–Malibu USD
SERC
Southington High School
Spring Creek Middle School, Cache County School District
Sundale Union Elementary School District
UC Riverside
University of Bridgeport
Vallejo City USD
Wagner Community School
Washoe County School District
WestEd
Westerly Public Schools
Western Connecticut State University
Winston-Salem Forsyth County Schools
Wiseburn School District
Woodburn School District
Zanesville High School

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Introduction

Using This Document

The 2015 edition of the Smarter Balanced Assessment Consortium's work on content specifications and content mapping is being provided as a resource for member states to assist with local responsibilities to the CCSS and the Consortium's work. Responsibilities include, but are not limited to, ongoing work with the continued implementation of CCSS, local item and Performance Task development, planning for professional development, and understanding the content linked to interim and summative assessment data.

Background

This document is the result of a four-year feedback loop including revisions based on Small-scale Trial, Pilot, and Field Test assessment data and ongoing consultation with content and assessment specialists as described below:

Governing States voted in January 2012 on the adoption of four evidence-based statements (referred to throughout as "claims") about what students know and can do, as demonstrated by their performance on the assessment. These claims, derived from the Common Core State Standards, have served as the basis for the Consortium's development of items and tasks in its system of summative and interim assessments and its formative assessment support for teachers. The four claims comprise one overall claim associated with performance on the entire English language arts/literacy assessment and four "domain-specific" claims derived from evidence related to reading, writing, [speaking and] listening, and research and inquiry. The detailed descriptions of each claim described in this document were intended to provide Governing States with the background and rationale necessary for ongoing local policy decisions.

The first version of this document was made available for public review and comment on August 9, 2011. The version issued January 12, 2012 represented the Consortium's response to suggestions received during two rounds of review and revision in August and September of 2011. Open and transparent decision-making is one of the Consortium's central principles, which led to the review of this document by more than two hundred individuals and organizations. Changes were subsequently made to the 2011-12 document to address this feedback.

In January 11, 2013, additional revisions were made, including the addition of resources on Depth of Knowledge Levels (Appendix A) and updates to assessment targets at all grade levels (Appendix B). Appendix C-F were removed because the information was embedded in other places (e.g., Item Specifications documents and the Sample Items/Tasks and Practice Tests posted on the Smarter Balanced website).

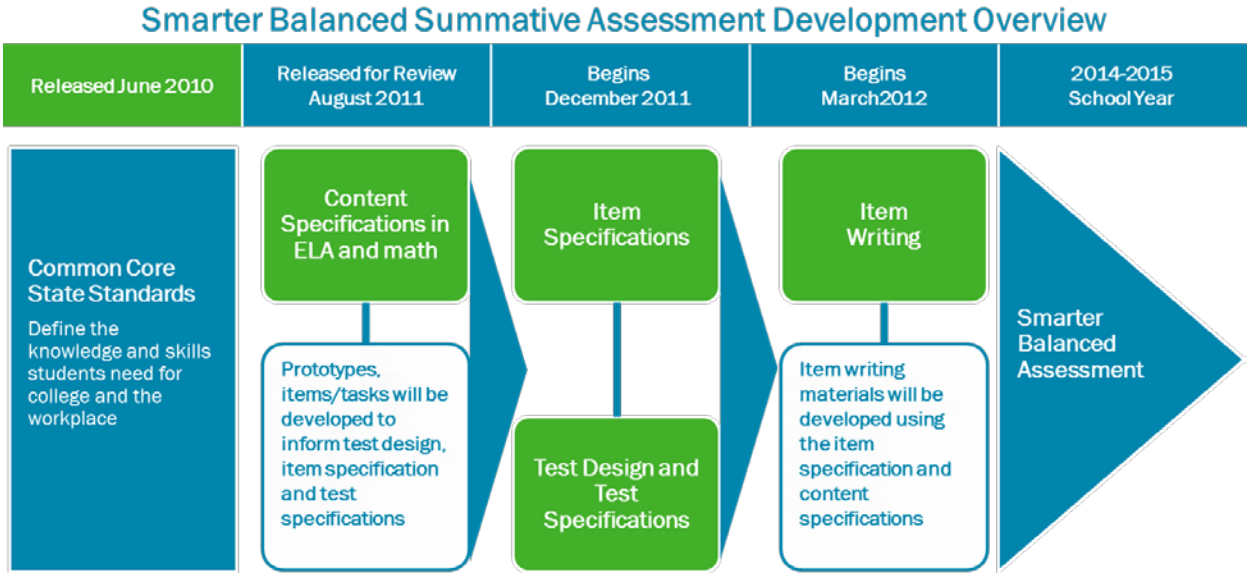
Throughout this document, readers are reminded to consult related Smarter Balanced documents including the ELA Stimulus Specifications; the ELA Item/Task Specifications; the Construct Relevant Vocabulary; and the Usability, Accessibility and Accommodations Guidelines.

Between 2013 and 2015, Consortium/ELA Literacy Work Group members engaged in iterative process of revision to the Content Specifications, based on data review following the Small-scale Trial, Pilot, and Field Tests, as well as feedback from item writers and CTB content specialists. The changes in the Content Specifications are captured in this document and are reflected in Appendix B.

Purpose of the Content Specifications

The Smarter Balanced Assessment Consortium is developing a comprehensive assessment *system* for mathematics and English language arts/literacy—aligned to the Common Core State Standards—with the goal of preparing all students for success in college and the workforce. Developed in partnership with member states, leading researchers, content experts, and the authors of the Common Core, content specifications are intended to ensure that the assessment system accurately assesses the full range of the standards.

This content mapping of the Common Core English language arts/literacy standards—with content specifications for assessment—provides clear and rigorous prioritized assessment targets that translate the grade-level Common Core State Standards into content frameworks from which test blueprints and item/task specifications are derived. Assessment evidence at each grade level provides item and task specificity and clarifies the connections between instructional processes and assessment outcomes.



Consortium Theory of Action for Assessment Systems

As stated in the Smarter Balanced Assessment Consortium's Race to the Top proposal, "the Consortium's Theory of Action calls for full integration of the learning and assessment systems, leading to more informed decision-making and higher-quality instruction, and ultimately to increased numbers of students who are well prepared for college and careers" (Smarter Balanced Assessment Consortium, 2010a, p. 31). To that end, Smarter Balanced assessment system features the following:

- alignment to rigorous Common Core State Standards;
- computer adaptive summative assessments that make use of technology-enhanced item types ("CAT") and Consortium-developed Performance Tasks ("PT");
- computer adaptive interim assessments (both CAT and PT) that reflect learning progressions and that provide mid-course information about what students know and can do;

- instructionally sensitive formative tools, processes, and practices that can be accessed on demand by teachers;
- focused ongoing support to teachers through professional development opportunities and exemplary instructional materials;
- an online, tailored reporting and tracking system that allows teachers, administrators, and students to access information about 1) where students are in a progression of college and career readiness, and 2) students' strengths and weaknesses.

Each of these components serves to support the Consortium's overarching goal: *to ensure that all students leave high school prepared for postsecondary success in college or a career through increased student learning*. Meeting this goal will require the coordination of many elements across the educational system, including but not limited to a quality assessment system that strategically "balances" summative, interim, and formative components. Formative components, including a digital library, support a related goal: *to improve instruction of Common Core standards* (Darling-Hammond & Pecheone, 2010; Smarter Balanced Assessment Consortium, 2010a).

The proposed Smarter Balanced English language arts/literacy assessments and the assessment system are shaped by a set of characteristics shared by the systems of high-achieving nations and states, and include the following principles (Darling-Hammond, 2010):

1. **Assessments are grounded in a thoughtful, standards-based curriculum and are managed as part of an integrated system of standards, curriculum, assessment, instruction, and teacher development.** Together, they guide teaching decisions, classroom-based assessment, and external assessment.
2. **Assessments are designed to elicit evidence of student performance on challenging tasks that evaluate [Common Core State] Standards of 21st-century learning.** Instruction and assessments seek to teach and evaluate knowledge and skills that generalize and can transfer to higher education and multiple work domains. These assessments emphasize deep knowledge of core concepts and ideas within and across the disciplines, along with analysis, synthesis, problem solving, communication, and critical thinking. The kind of teaching and learning that leads to success on such assessments requires a focus on complex performances as well as the testing of specific concepts, facts, and skills.
3. **Teachers are integrally involved in the development and scoring of assessments**. While many assessment components can and will be efficiently and effectively scored with computer assistance, teachers will also be involved in the interim/benchmark, formative, and summative assessment systems so that they deeply understand and can teach the standards.
4. **Assessments are structured to continuously improve teaching and learning.** Assessment *as*, *of*, and *for* learning is designed to develop understanding of what learning standards are, what high-quality work looks like, what growth is occurring, and what is needed for student learning. This includes the following:
    a. Developing an assessment system in a manner that allows teachers multiple opportunities to see what students know and can do on multiple dimensions of learning and to strategically support their progress;
    b. Using computer-based technologies to adapt assessments to student levels to more effectively measure what they know, so that teachers can target instruction more meaningfully and can evaluate growth over time;
    c. Creating opportunities for students and teachers to get actionable feedback on student

learning throughout the school year, in forms that are actionable for improving success;

d. Providing curriculum-embedded assessments that offer models of good curriculum and assessment practice, enhance curriculum equity within and across schools, and allow teachers to see and evaluate student learning in ways that can feed back into instructional and curriculum decisions; and

e. Allowing educators to have a close examination of student work and participate in moderated teacher scoring as sources of ongoing professional development. Educators, including teachers, also participate in item development, standards setting, item review, and assessment data review.

5. **Assessment, reporting, and accountability systems provide useful information on multiple measures that is informative for all stakeholders.** Reporting of assessment results is timely, specific, and vivid—offering specific information about areas of performance and examples of student responses along with illustrative benchmarks, so that teachers and students can follow up with targeted instruction. Multiple assessment opportunities (formative and interim/benchmark, as well as summative) offer ongoing information about learning and improvement. Reports to stakeholders beyond the school provide specific data, examples, and illustrations so that administrators and policymakers can more fully understand what students know in order to guide curriculum and professional development decisions.

Accessibility to Content Standards and Assessments

In addition to these five principles, Smarter Balanced is committed to ensuring that the Common Core State Standards, summative assessments, educator-developed and -reviewed performance tasks, and interim assessments adhere to the principles of accessibility for students with disabilities and English learners.[1] It is important to understand that the purpose of *accessibility* is **not** to reduce the rigor of the Common Core State Standards, but rather to avoid the creation of barriers for students who may need to demonstrate their knowledge and skills at the same level of rigor but in different ways. Toward this end, each of the claims for the Content Specifications for the Summative Assessment of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects developed by Smarter Balanced is briefly clarified in terms of accessibility considerations. Specific protocols, guidelines, and policies affecting content specifications and mapping were continually modified as needed throughout Pilot and Field testing and throughout three phases of item development.

Too often, individuals knowledgeable about students with disabilities and English learners are not included at the beginning of the process of thinking about standards and assessments, with the result being that artificial barriers are set up in the definition of the content domain and the specification of how the content maps onto the assessment. These barriers can seriously interfere with the learning of these students, and can prevent them from showing their knowledge and skills via assessments. The focus on "accessibility," as well as the five principles shared by systems of high-achieving nations and states (Darling-Hammond, 2010), underlies the Consortium's approach to content mapping and the development of content specifications for the Smarter Balanced assessment system.

[1] Accessibility in assessments refers to moving "beyond merely providing a way for students to participate in assessments. Accessible assessments provide a means for determining whether the knowledge and skills of each student meet standards-based criteria. This is not to say that accessible assessments are designed to measure whatever knowledge and skills a student happens to have. Rather, they measure the same knowledge and skills at the same level as traditional . . . assessments. Accessibility does not entail measuring different knowledge and skills for students with disabilities [or English Language Learners] from what would be measured for peers without disabilities" (Thurlow et al., 2009, p. 2).

Accessibility is a broad term that covers both instruction (including access to the general education curriculum) and assessment (including summative, interim, and formative assessment tools). *Universal design* is a term used to describe an approach to instruction and assessment that ensures accessibility (Johnstone, Thompson, Miller, & Thurlow, 2008; Rose, Meyer, & Hitchcock, 2005; Thompson, Thurlow, & Malouf, 2004; Thurlow, Johnstone, & Ketterline Geller, 2008; Thurlow, Johnstone, Thompson, & Case, 2008). These terms reflect a shift in the way educators think about assessment, a shift away from merely providing a way for students to participate in preexisting instruction or assessments. Instead, assessment systems that are committed to *accessibility* and *universal design* are guided by two principles: 1) *all* students are entitled to learn what other students learn, and therefore 2) assessments must be designed *from inception* to determine whether the knowledge and skills of *each* student meet standards-based criteria.

Increased attention has also been given to accessibility in computer-based assessments (Thurlow, Lazarus, Albus, & Hodgson, 2010) and the need to establish common protocols for item and test development, such as those described by Mattson and Russell (2010).

For assessments, the goal for all students with disabilities (except those students with significant cognitive disabilities who participate in an alternate assessment based on alternate achievement standards) is to measure the same knowledge and skills at the same level of rigor as traditional assessments, be they summative, interim, or formative assessments. Accessibility does not entail measuring different knowledge and skills for students with disabilities from what would be measured for peers without disabilities (Thurlow et al., 2009; Thurlow et al., 2008). It does, however, entail understanding the characteristics and needs of students with disabilities and addressing ways to design assessments and provide accommodations to get around the barriers created by their disabilities.

Similarly, the goal for students who are English learners is to ensure that performance is not impeded by the use of language that creates barriers that are unrelated to the construct being measured. Unnecessary linguistic complexity may affect the accessibility of assessments for all students, particularly for those who are non-native speakers of English (Abedi, in press; Abedi, 2010; Solano-Flores, 2008).

In the case of English learners, ensuring appropriate assessment will require a reliable and valid measure of English learner students' level of proficiency in their native language (L1) and in English. In general, if students are not proficient in English but are proficient in L1 and have been instructed in L1, then a native-language version of the assessment should be considered, since an English version of the assessment will not provide a reliable and valid measure of students' abilities to read, write, listen, and speak. If students are at the level of proficiency in reading in English to meaningfully participate in an English-only assessment (based, for example, on a screening test or the Title III English language proficiency assessment), then it will be appropriate to provide access in a computer-adaptive mode to items that are consistent with students' level of English proficiency but measure the same construct as other items in the pool. (See Abedi, Ewers, Bayley, and Mundhenk [2011] for a computer-adaptive system based on students' level of English language proficiency.) Finally, it will be important to provide multiple opportunities to English learner students to present a comprehensive picture of their reading, writing, speaking, and listening proficiencies in English, particularly in the form of performance tasks – formative, interim, and summative – as these opportunities enhance performance outcomes.

With the focus on accessibility, attention was first given to ensuring that the assessments did not create barriers that interfere with students showing what they know and can do in relation to the content standards. As an example, to determine whether a complex linguistic structure in the assessment is a necessary part of the construct (i.e., construct-relevant), a group of experts

(including content/linguistic experts and teachers/educators) have completed a list of all the construct-relevant language in the assessments. This analysis is part of the universal design process. In addition, vocabulary is defined either by footnote or bracket words that are not supported by text or are above grade level

The *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (June, 2015)* states:

"The Smarter Balanced Assessment Consortium (Smarter Balanced) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, Smarter Balanced is building on a framework of accessibility for all students, including English Language Learners (ELLs), students with disabilities, and ELLs with disabilities, but not limited to those groups. In the process of developing its next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, Smarter Balanced recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed based on the constructs being measured by the assessment" (p. 1). To that end, Smarter Balanced has created the following assessment features:

- **Universal tools** - available to all students, including those receiving designated supports and those receiving accommodations: Universal tools are access features of the assessment that are either provided as digitally- delivered components of the test administration system (embedded) or separate from it (non-embedded). Universal tools are available (for digitally-delivered assessments) to all students based on 1) student preference and 2) student and/or educator selection.
- **Designated supports** - features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student): Those students also may use universal tools.
- **Accommodations** - available only to those students with documentation of the need through an Individualized Education Plan (IEP) or 504 plan: Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Those students also may use designated supports and universal tools.

The following table shows ELA-relevant examples of Smarter Balanced usability, accessibility, and accommodations features.

Summary of Smarter Balanced Universal Tools, Designated Supports, and Accommodations (Adapted from *Usability, Accessibility, and Accommodations Guidelines*, Appendix A, 2015)

	Universal Tools	**Designated Supports**	**Accommodations**
Embedded	Breaks Digital Notepad English Dictionary (ELA full-writes) English Glossary Expandable Passages Global Notes Highlighter Keyboard Navigation Mark for Review Spell Check Strikethrough Writing Tools (e.g., italics, indent, cut-and-paste)	Color Contrast Masking Text-to-Speech (For ELA items excluding ELA reading passages) Turn off Any Universal Tools	American Sign Language (for ELA listening) Braille Closed Captioning (for ELA listening) Streamline Text-to-Speech (ELA reading passages)

	Zoom		
Non-embedded	Breaks English Dictionary (ELA full-writes) Scratch Paper Thesaurus (ELA full writes)	Bilingual Dictionary (ELA full-writes) Color Contrast Color Overlay Magnification Read Aloud (for ELA items excluding reading passages) Noise Buffers Scribe (for ELA non-writing items) Separate Setting Translated Test Directions	Abacus Alternate Response Options (e.g., touch screens, adapted keyboards, adapted mouse) Print on Demand Read Aloud (ELA reading passages) Scribe Speech-to-Text

- **Designated supports** - features that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). Scores achieved by students using designated supports will be included for federal accountability purposes.
- **Accommodations** - available only to those students with documentation of the need through a formal plan (i.e., IEP): Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Those students also may use designated supports and universal tools.

The following table shows ELA-relevant examples of Smarter Balanced usability, accessibility, and accommodations features.

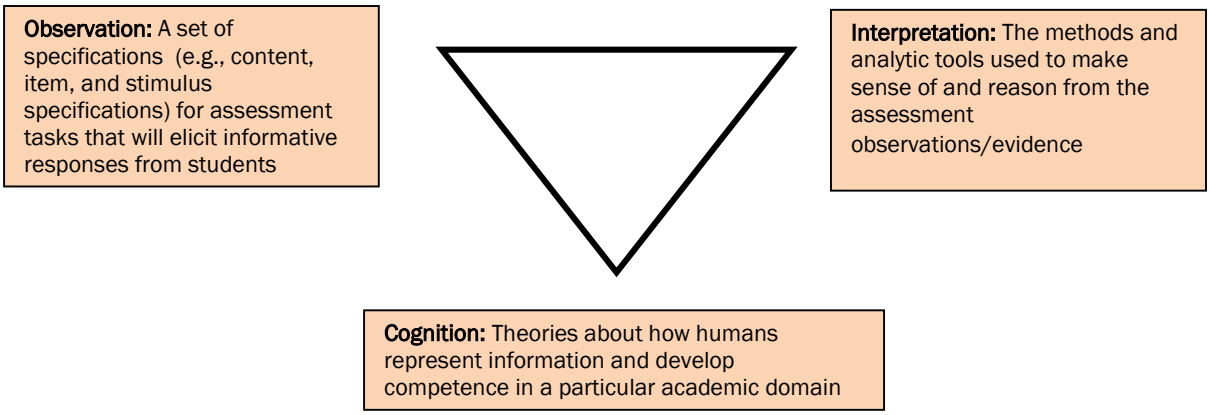
Summary of Smarter Balanced Universal Tools, Designated Supports, and Accommodations (Adapted from *Usability, Accessibility, and Accommodations Guidelines*, Appendix A, 2015)

Further Readings: Each of the Smarter Balanced assessment system principles is interwoven throughout this document in describing the content mapping and content specifications. Readers may want to engage in additional background reading to better understand how the concepts below have influenced the development of the Smarter Balanced English language arts/literacy assessment design.

- **Principles of evidence-based design (EBD); the Assessment Triangle (see next page); cognition and transfer; performances of novices/experts**: NRC (2001); Pellegrino (2002)
- **Enduring understandings; transfer**: Wiggins and McTighe (2001)
- **Principles of evidence-centered design (ECD) for assessment**: Mislevy (1993, 1995)
- **Learning progressions/learning progressions frameworks**: Hess (2008, 2010, 2011; National Assessment Governing Board (2007); Popham (2011); Wilson (2009)
- **Universal Design for Learning (UDL); increased accessibility of test items**: Abedi (2010); Bechard et al. (2009); Hess, McDivitt, and Fincher (2008)
- **Cognitive rigor; Depth of Knowledge; deep learning**: Alliance for Excellence in Education (2011); Hess, Carlock, Jones, and Walkup (2009); Webb (1999)
- **Interim assessment; formative assessment**: Perie, Marion, and Gong (2007); Heritage (2010); Popham (2011); Wiliam (2011)
- **Constructing questions and tasks for technology platforms**: Scalise and Gifford (2006)

Content Mapping and Content Specifications for Assessment Design

The Assessment Triangle, illustrated below, was first presented by Pellegrino, Chudowsky, and Glaser in *Knowing What Students Know (KWSK)*: "[T]he corners of the triangle represent the three key elements underlying any assessment . . . a model of student ***cognition*** and learning in the domain, a set of beliefs about the kinds of ***observations*** that will provide evidence of students' competencies, and an ***interpretation*** process for making sense of the evidence" (NRC, 2001, p. 44). *KWSK* uses this framework to illustrate the fundamental components of evidence-based design, which articulates the relationships among learning models (Cognition), assessment methods (Observation), and inferences one can draw from the observations made about what students truly know and can do (Interpretation) (Hess, Burdge, & Clayton, 2011).



from **The Assessment Triangle** (NRC, 2001, p. 44)

Respect for the assessment triangle principles not only contributes to better test design; considering the interconnections among Cognition, Observation, and Interpretation can offer insights into student learning. For example, the development of "learning progressions" are based on these interconnections and offers a coherent starting point for thinking about how students develop competence in an academic domain and how to observe and interpret the learning as it unfolds over time. Subsequent hypotheses about typical pathways of learning can be validated, in part, through systematic (empirical) observation methods and analyses of evidence produced in student work samples from a range of assessments.

Evidence-based Design

Smarter Balanced is committed to using evidence-based design in its development of assessments in the Consortium's system. The Smarter Balanced approach is detailed in the following section, but a brief explanation follows. In this document, four Claims are declared about what students should know and be able to do in the domain of English language arts/literacy. Each claim is accompanied by a Rationale that provides the basis for establishing the claim as central to English language arts/literacy. The Claims and Rationales represent the "cognition" part of the assessment triangle. For each Claim and Rationale, there is a section representing the "observation" corner of the triangle. In each section, a narrative description clarifies the kinds of evidence that would be sufficient to support the claim, followed by tables describing assessment targets linked to the Common Core standards. Finally, the "interpretation" corner of the triangle is represented by a section that lists the Proposed Reporting Categories provided for each claim assessed.

Part I - Development Process for the Four Major Claims and Assessment Targets

In close collaboration with content and technical experts, including Smarter Balanced work groups and staff, and authors of the CCSS, the Consortium developed claims for English language arts/literacy learning: an "overall claim" corresponding to performance on the entire assessment of English language arts/literacy, and four domain-specific claims corresponding to performance in different areas of the assessment. In the sections that follow, each claim is explained with a rationale describing the importance of the learning in preparing students for college and careers.

Four Major Claims for Smarter Balanced Assessment Consortium Assessments of the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*

Overall Claim (Grades 3–8)—Students can demonstrate progress toward college and career readiness in English language arts and literacy.

Overall Claim (High School)—Students can demonstrate college and career readiness in English language arts and literacy.

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

***Claim #2*— Students can produce effective and well-grounded writing for a range of purposes and audiences.**

***Claim #3*— Students can employ effective [speaking and] listening skills for a range of purposes and audiences.**

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

The following sections explain how the claims evolved and the subsequent development of the assessment targets. Although these terms are explained in detail in the following sections, readers should understand the general definition of "claims" and "targets":

Claims –Claims are arguments derived from evidence about college and career readiness.

Targets – Targets are the bridge between the content standards and the assessment evidence that supports the claim. Targets insure sufficiency of evidence to justify each claim.

Organizing the Content for the Smarter Balanced Assessment Framework: Common Core State Standards as the Starting Point for Claims Development –

The Common Core State Standards (CCSS) document was created to steer curriculum development, instruction, and assessment development. To that end, educators and curriculum developers will use the CCSS as a guide to design and organize instructional methods and materials across the grades. The CCSS is not, however, a summative assessment blueprint. Many types and forms of assessment will be created over the next few years to measure student progress toward achieving college and career readiness. Depending on the purpose and use of the information provided by an

assessment (e.g., screening, diagnosis, progress monitoring, accountability), different combinations of standards assess students' progress towards demonstrating skills and showing understandings of concepts.

This document is designed for one specific task: to inform the development of item specifications and test specifications that guide the development of assessments by the Smarter Balanced Assessment Consortium for the summative assessment of the English language arts/literacy CCSS. Consequently, it approaches the standards from a particular perspective—namely, *how can the intended learning expressed in the standards be most effectively and efficiently evaluated in the context of large-scale assessments*? Since time and testing technologies impose limits on what can be well-evaluated in this type of assessment, the process of developing this document initially involved a deep analysis of the standards to maximize the opportunities for assessing the most critical aspects of those standards.

The developers of these content specifications have considered what should be evaluated at each grade level and how that content can be represented best in items and tasks; how specific content and skills can be combined to enable assessment to be efficient; and how reporting categories reflecting high-priority elements of the standards can be supported with sufficient opportunities for assessment.

Critical goals of the CCSS and key structures within the CCSS document have been maintained in framing the overall Smarter Balanced content specifications for the summative assessment design for English language arts/literacy. However, in order to develop efficient strategies for assessment and reporting, some standards statements have been reorganized or combined, thus changing the ways in which they are presented. Despite these changes, the content of the standards themselves has not changed.

Rather than tapping only isolated skills within one strand, standards-based instruction asks students to integrate skills and concepts across strands; subsequently, Smarter Balanced assessment claims and assessment targets represent the ways in which students may be expected to learn and demonstrate their knowledge. For example, in the CCSS, standards for composing writing are found in the Writing strand, while editing skills for grammar usage and conventions are included in the Language strand. Composing and editing writing, however, are generally taught and used together in the context of writing; it therefore makes sense to assess those language skills in the context of writing items and tasks and to then aggregate resultant scores under a claim about writing. To summarize, for reasons of coherence, efficiency, and the natural (instructional) integration of skills, this document outlines the process undertaken to prioritize and organize the CCSS strands for the purpose of informing claims and assessment targets for test design.

Formulating the Assessment Design

The Smarter Balanced summative assessments sample all CCSS strands with two exceptions. First, Reading Foundational Skills can be assessed more appropriately in the early grades using any of a number of widely available diagnostic assessments for evaluating the developing reading and literacy skills of young children. In addition, as of 2015, Speaking is not assessed in the Smarter Balanced summative assessment system. However, developers of formative assessment tools (e.g., those found in the digital library) are working to create speaking assessment items that can be used locally. The consortium also continues to investigate ways to incorporate speaking assessments into future interim and, potentially, future summative assessments.

The Smarter Balanced summative assessment is divided into two test components: The Computer-

adaptive and the Performance Task components (abbreviated in tables/charts as CAT and PT respectively). Both portions of the test utilize machine and hand-scored items, described more fully in subsequent sections.

Deriving Assessment Targets from the Common Core Standards to Support Claims

All assessment items and tasks described in Smarter Balanced assessment targets are aligned with one or more of the CCSS. The CCSS document provides guidance for K–12 curriculum and instruction, as well as different levels (individual and collective) and purposes of assessment (diagnostic, formative, interim, and summative). As with all standards documents, different stakeholders are responsible for decisions about how the content and skills listed in each standard and strand can be meaningfully integrated and applied for instruction, what skills and concepts should be assessed, and when assessments should take place during the learning process.

Decisions made by assessment developers, including item writers, differ from those charged with the development of curriculum and instruction. Specifically, an item developer needs to follow highly specific information about what each item or task should include, at a level of detail well beyond what is provided in the typical standards document. In the CCSS, anchor standard headings and the standards themselves encompass broad areas of knowledge and skill. This often means that the content contained in a single standard needs to be reorganized and redistributed across more than one **assessment target** to insure adequate coverage. The targets also articulate multiple avenues to insure adequate evidence for making claims about knowledge and skills across the literacy strands within the CCSS. To guide the process of deriving assessment targets while maintaining fidelity to the CCSS, the consortium considered the following:

1) **Design Decision**s: English language arts contributors to this document engaged in a rigorous and intensive process to assure that the Consortium's Assessment Design maintained fidelity to the Common Core State Standards.

- In-depth analysis of each standard in the CCSS document in every strand, at every grade level: All CCSS English language arts/literacy standards in each strand at each grade level were initially considered as the starting points for the large-scale, summative assessment. Both the content and the implied cognitive demand of each standard were analyzed. Given the large number of standards to consider at each grade level (many more standards and a wider scope than any state has assessed in the past with a large-scale assessment), prioritization was needed to determine which standards should or could be emphasized and still provide meaningful assessment data to schools and teachers. It was determined as well that some aspects of a given standard lent themselves to formative rather than summative assessment (Smarter Balanced Assessment Consortium, 2011).
- Design decision to assess reading abilities applied to the two broad text types identified as the focus of two sub strands in the CCSS: Reading assessment targets for Claim #1 address both literary and informational texts and make specific distinctions that align with CCSS standards for Reading Literature (RL) or Reading Informational (RI) texts. Attention to reading closely and reading texts of increasing complexity at all grade levels—ideas stressed in the CCSS—have been incorporated into the wording of Claim #1 (*Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts*) and applied to descriptions of what sufficient evidence of student performance should look like for this claim.
- Design decision to assess writing of three specific text types identified as the focus in the CCSS: Writing assessment targets for Claim #2 address the unique features of all three text types and make specific distinctions that align with CCSS for each type of writing at every grade level (W1,

opinion/argument, W2, informational/explanatory, and W3, narrative writing). The wording of Claim #2 (*Students can produce effective and well-grounded writing for a range of purposes and audiences*) and descriptions of what sufficient evidence of student performance should look like address all three writing purposes.

- Designs decisions about the most appropriate and practical content to include for a summative assessment: These decisions were guided by the instructional emphases recommended in the CCSS. Prioritization criteria for selecting standards (or parts of standards) to be assessed at the end of each grade level included the following:
  - **Content identified in the CCSS document as having greater emphasis at different grade levels was given the highest priority.** For example, the CCSS calls for shifting the balance between reading literary and informational texts across grade levels; it calls for greater emphasis on writing argumentative and explanatory texts at high school than on narrative writing.

  - **Content that *could be assessed* in an on-demand, large-scale setting was identified and compared with high-emphasis CCSS content**. An earlier (2011) document created by WestEd for Smarter Balanced identifying "eligible content" for large-scale assessment was reviewed during the prioritization process (Smarter-Balanced-CCSS-Eligible-Content-Final-Report). This report emphasizes the "numerous considerations and trade-offs to be made when designing a summative assessment (e.g., content coverage, emphasis, burden). Therefore, coordinated discussion across Consortium groups (e.g., Test Design, Item Development, Technology Approach, and Accessibility and Accommodations Work Groups and the content specifications committee) must occur in order to verify the need for and conditions under which the eligible content identified in this report should ultimately be included or excluded on the summative assessment (p. 6).
  - **Skills and concepts deemed critical for college and career readiness by the CCSS and sources outside of the CCSS were considered**. Information from research on the views of higher education faculty and employers about key skills and understandings within the standards to be emphasized was reviewed and integrated into the design.
  - **Last, but certainly not least, practical constraints of the proposed Smarter Balanced summative assessments (e.g., computer adaptive, use of multiple item formats, time frames allotted for summative assessment) and critical elements required of any large-scale assessment informed revisions to the assessment design.** Throughout the extensive assessment development and review processes, including the Small-scale Pilot, Pilot and Field Tests and taking place over several years, ongoing recursive revisions to the assessment design were made based on a close analysis of student responses to assessment items. These changes, however, were at the micro level (e.g., dropping or adding item types to insure fidelity to assessment targets) and did not affect the overall assessment design.
  - The English language arts contributors to this document also reviewed a related document written by the CCSS authors (Coleman & Pimentel, 2012b). Although this document is not an assessment document, it provides insights into what the lead CCSS authors felt was important to emphasize instructionally (e.g., choosing high quality text, text-dependent questioning, writing with a purpose, and conducting short research projects).

2) **Learning Progressions:** In addition to the considerations above, the Smarter Balanced Consortium recognizes that there are two important kinds of progressions that ground the Common Core State Standards, and these progressions inform the development of assessment targets.

- One set of progressions is associated with text complexity—the expectation set in Reading Standard #10 that students should encounter and be able to understand, analyze, and use increasingly complex texts for a variety of purposes as they move up the grades in elementary school until they graduate from high school.
- The second set of progressions is associated with the skills that students develop over time, with assistance from teachers. These are reflected in the CCSS in the form of progressions in skills and content that advance in difficulty from one grade to the next and guide the unfolding of curriculum and instruction over time. For example, one key progression in the standards is the growing command of evidence from text. One way that the Smarter Balanced assessments integrate this progression falls within Claim 2 (writing for a purpose). In the grade 3-5 span, students are tasked with using text evidence to write *informatively* (identifying and connecting relevant information). In grades 6-11, however, Smarter assessments ask students to write *explanatory* texts, requiring analysis and synthesis of text evidence. This shifting emphasis and increased task rigor is based on the increased rigor implied in the CCSS. Other progressions come directly from the CCSS. For example, the CCSS document contains a "Language Progression Chart," describing various language conventions appropriate to each grade. Smarter Balanced assessment developers used this chart as the basis for interpreting appropriate grammar and usage conventions (e.g., identifying the difference between subject-verb agreement items appropriate for grade 4 and subject-verb agreement items appropriate for grade 8).

These progressions are based, in part, on a growing understanding of learning sequences **—** descriptive continuums of how students typically develop and demonstrate more sophisticated understanding of content over time. Studies have begun to show that tracking student progress using a learning progressions schema can have a positive effect on teaching and learning (Hess, 2011b). A growing body of knowledge surrounds their use, as well as ongoing research in identifying and validating learning progressions of varying grain sizes in different content areas (Hess, 2010a, p. 57).

Current thinking about how learning progressions can lay out a path for learning is aptly summarized in *Taking Science to School: Learning and Teaching Science in Grades K–8*, which describes learning progressions as "anchored on one end by what is known about the concepts and reasoning of students entering school . . . [for which] there now is a very extensive research base." At the other end of the learning continuum are "societal expectations (values)" about what society wants students to know and be able to do in the given content area. Learning progressions propose the *intermediate* understandings between these anchor points that are "reasonably coherent networks of ideas and practices . . . that contribute to building a more mature understanding" (NRC, 2007, pp. 219–220).

In the case of the Common Core, "societal expectations (values)" include preparing students for college and careers. Content-specific research and cognitive research help to identify for educators (both visually and verbally) hypotheses about how students will typically move toward increased understanding and build expertise in reading, writing, speaking, and listening.
The general mapping of how skills and concepts might be best learned over time, while being organized around unifying ideas, provides much more than a simplistic scope and sequence, pacing guide, or checklist of skills. Later skills can clearly be built upon earlier prerequisite learning. These kinds of progressions are reflected in the assessment targets across grades.

It is important to note that *claims do not change* across grade levels, but targets do. They reflect

both the depth of content and skills as well as the expected expression of that content based on learning progressions across CCSS strands. The targets are described in detail in Part III of this document.

A Note on Assessing Language Acquisition and Use in Claims #1–4

The ability of students to acquire the strategies to build and use a rich vocabulary; to express themselves clearly, correctly, and vividly; and to understand discourse conventions and language use in different contexts is critical to literacy learning that applies across all content areas. Students need multiple exposures to language in different contexts: formal and informal, academic, everyday, and professional. They need to consider varied meanings in order to build deeper conceptual understanding of how language is used and why particular language choices are made. In addition, students need to develop a command of high-frequency academic vocabulary (often referred to as tier 2 vocabulary) and to understand how language is used within specific academic domains such as mathematics, science, and history (often referred to as tier 3 vocabulary) where particular meanings are used to convey concepts. The interpretation and use of academic and domain-specific language is a critical skill for college and career readiness, as is a command of language conventions (grammar usage, sentence formation, spelling, and mechanics), not only for traditionally language-oriented fields but also for STEM (science, technology, engineering and mathematics). In fact, among the profiles of STEM careers in the U.S. Department of Labor/Employment and Training Administration's occupational database, the "knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar" is emphasized (National Center for O*Net Development, n.d. available: http://www.onetonline.org).

College and career ready students need to master the use of language for clarity, correctness, and impact, and to discriminate between informal (e.g., text messages, emails) and more formal (e.g., academic essays, letters to the editor) language use. Students must know how to use language purposefully, both orally and in writing; to recognize how language choices reveal attitudes and biases; to recognize and use correct and appropriate language conventions when reading, writing, speaking, and listening. Effective language use also includes the capacity and the disposition to attend to the choices between and among words, phrases, and sentences that inform successful communication. Many of these skills and understandings are at the core of written and oral communication and will be assessed under Claims #2, #3 and #4.

Similar standards addressing language use and vocabulary acquisition appear in different sections of the Common Core at all grade levels. CCSS Standard 4 (determining meaning of words and phrases) and Standard 5 (analyzing various language structures) under Reading Literary Texts are comparable to Standards 4 and 5 under Reading Informational Texts at all grades, and at high school under Reading Literacy: Reading Social Studies/History and Science and Technical Texts. Word and language use are included in CCSS Writing Standards 1–3 for each type of writing and again addressed in CCSS Language Standards 4, 5, and 6 at all grade levels. For this reason, at all grade levels, these understandings and skills will be embedded in specific reading, writing, listening, and research items and tasks. Vocabulary will not be assessed with decontextualized word definitions. Instead, text-based items in reading (Claim #1) will assess students' ability to determine multiple meanings or use of figurative and domain-specific and academic language in context, for example. Brief and more extended writing tasks will assess language use, including use of concrete and sensory details, revising for more effective word choice, and appropriate use of figurative, academic, and domain-specific language in various contexts.

Assessment strategies: One strategy that can help all students develop and reveal their command of the English language will be to **focus vocabulary items in reading, writing, and listening on the word types emphasized in the standards.** The standards place a special emphasis on academic vocabulary common to all types of complex text (also called tier 2 words). The assessment will follow this emphasis in items that focus on students' understanding of vocabulary, by selecting words and phrases for interpretation that are academic vocabulary. Likewise, the assessment will follow the standards by focusing on words with Greco-Roman roots in appropriate grades.

Accessibility and the evaluation of language acquisition and use: The use of oral and written language is directly affected by some disabilities. As noted in relation to Claim #3, not all individuals with disabilities are able to speak or communicate without the use of assistive technologies. Successful authors, for example, may write via speech-to-text technologies. Individuals who are unable to speak may use technologies that provide spoken language in response to their use of a head switch and computer. Recognizing that speaking or writing may include production of computer-generated speech (for oral language) or computer-generated print (for written language) are important aspects of accessibility for individuals with disabilities and do not preclude assessment of language use skills and understandings by those students.

It is important to recognize that English learners may not have the same level of opportunity to acquire oral English language as their non–English learner classmates since they may live in homes where a language other than English is spoken. In addition, English learner students are not a homogeneous group and may differ considerably in terms of how they acquire English proficiency. Therefore, assessing these students' progress in acquiring and using language will be more complex than assessing the progress of their native English-speaking peers. For some students at a higher level of English proficiency, performance can be supported with the use of such tools as a glossary or dictionary that will be available to students for many tasks. Students who are not yet proficient in English but who are quite proficient in their native language may be able to skillfully use the native oral and written language across a range of literacy tasks. In addition, valuable information about English learner students' abilities to skillfully use oral and written language can be derived from English language proficiency assessments, other interim and formative assessments, and teachers' assessments. Given the important effects of item and task contexts, referents, and language choices in student performance, inferences about levels of performance should be drawn from these multiple sources of evidence.

Part II - Content Specifications: Mapping Assessment Targets to Standards

Determining Sufficient Evidence for Assessment Claims

The theory of action articulated by the Consortium illustrates the vision for an assessment system that will lead to inferences regarding students' preparedness for college and careers after high school. "Inference is reasoning from what one knows and what one observes, to explanations, conclusions, or predictions. One attempts to establish the weight and coverage of evidence in what is observed" (Mislevy, 1995, p. 2).

The *overall literacy claim* and *domain-specific sub claims* for Smarter Balanced are the broad statements about the assessment system's learning outcomes; these statements "identify the set of knowledge and skills that is important to measure for the task at hand" (NRC, 2001). Relevant and sufficient evidence needs to be collected in order to support the argument inherent in each claim. This can be accomplished using a variety of assessment items and tasks applied in different contexts. The data collection protocols for the Smarter Balanced English language arts/literacy assessments is, therefore, designed to measure and make interpretations about within- and across-year student progress. The sufficient evidence section includes, for each claim, a brief analysis of the assessment issues to be addressed to ensure accessibility to the assessment for all students. Each claim is accompanied by a description of the sufficient relevant evidence from which to draw inferences or conclusions about learning.

Item Types to Support Claims

The following item types are currently used to gather evidence that will support claims:

- Machine-scored items: Both the CAT and the PT assessments include multiple-choice single answer and multiple-choice multiple correct answer items; hot-text items; and matching table items.
- Short-text items: Brief-writes in the CAT(Claim 2) and short constructed response items (Claim 1 and Claim 4) in the CAT and PT have item-specific rubrics for scoring. These short text items are designed for hand-scoring but could, at some future time, be AI-scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.
- The full-write in the PT will be human-scored using a multi-trait rubric (see Goldberg and Roswell [2001] as precedent).

The use of each item type used in each claim is addressed in Part III.

Assessment Targets

For each of the domain-specific claims, a list of **assessment targets** is provided. Based on the description of sufficient evidence necessary to support each claim, the assessment targets describe the expectations of what will be assessed by the items and tasks within each claim. While claims do not change across grade spans, the assessment targets reflect changes in skill and rigor that match the Common Core standards associated with each claim. These summative assessment targets (evidence) at each grade level, therefore, represent the prioritized content for summative assessment, and will be used to develop more detailed item and task descriptions through the item specification process.

The following table identifies the targets for each claim.

Claim 1: Reading	
Literary Texts	*Informational Texts*
1— Key Details	8— Key Details
2— Central Ideas	9— Central Ideas
3— Word Meaning	10— Word Meaning
4— Reasoning and Evidence	11— Reasoning and Evidence
5— Analysis Within and Across Texts	12— Analysis Within and Across Texts
6— Text Structures and Features	13— Text Structures and Features
7— Language Use	14— Language Use

Claim 2: Writing
1a— Write Brief Texts (narrative)
1b— Revise Brief Texts (narrative)
2— Compose Full Texts (narrative)
3a— Write Brief Texts (informational/explanatory)
3b— Revise Brief Texts (informational/explanatory)
4— Compose Full Texts (informational/explanatory)
5— Use Text Features
6a— Write Brief Texts (opinion/argument)
6b— Revise Brief Texts (opinion/argument)
7— Compose Full Texts (opinion/argument)
8— Language and Vocabulary Use
9— Edit
10— Technology*

Claim 3: Speaking and Listening
Listening
4— Listen/Interpret

Claim 4: Research/Inquiry	
Grades 3-5	*Grades 6-8 and 11*
1— Plan/Research*	1— Plan/Research*
2— Interpret and Integrate Information	2— Analyze/Integrate Information
3— Analyze Information/Sources	3— Evaluate Information/Sources
4— Use Evidence	4— Use Evidence

While the assessment target skills remain the same across grades, there are differences across grade levels that reflect developmental stages for these skills. The following is an excerpt from the chart listing assessment targets for Claim 4 (Research and Inquiry):

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

ASSESSMENT TARGET	Grades 3-5	Grades 6-8	Grade 11
2: Interpret & integrate information	Locate information to support central ideas and key details [subtopics] that are provided; select [and integrate] information from data or print and non-print text sources for a given purpose.	Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
3: Analyze/ Evaluate information/ sources	Analyze information/ sources: Distinguish relevant/irrelevant information.	Evaluate information/ sources: 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.	Evaluate information/ sources: 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. Evaluate relevance, accuracy, and completeness of information from multiple sources.

Each Assessment Target is numbered and titled.

The measured skills associated with each Target are defined for each grade level.

More detailed information about each target, including descriptions of how each target links to Common Core standards, is contained in **Appendix B**. **Appendix B** also contains and an annotated sample chart explaining how to read the information. Despite domain-specific differences, each of those summative assessment targets tables found in **Appendix B** includes the following:

- **A description of the prioritized content for the summative assessment.** The assessment targets link the Common Core standards for English language arts/literacy to the kinds of items and tasks to which students will be expected to respond.

- **An illustration of how one or more of the Common Core State Standards (or underlined parts of standards) addresses the target.** Each target is mapped back to the CCSS. Item/task specifications will include the requirement that specific Common Core State Standards are referenced when writing items/tasks.
- **Identification of the intended depth of knowledge level for assessment targets and test items/tasks.** The intended depth of knowledge (DOK) level for each assessment target is provided. (The schema used for the DOK designations is provided in **Appendix A** of this document. Similar tables for targets and item types for the other grade levels are provided in **Appendix B**.)

Proposed Reporting Categories

For each claim, a set of Proposed Reporting Categories follows the tables of assessment targets. These are the scores and potential sub scores that the summative assessment may produce based on actual student performance.

The summative assessment for English language arts/literacy will produce an overall "ELA/Literacy" score (a composite score across all four claims) to meet accountability reporting requirements for English language arts/literacy. In addition, sub scores *may*, in the future, be generated by claim depending on the availability of data for school, teacher, and individual student scores.

Other Assessment Notes

For each claim, a brief section addressing assessment issues and/or opportunities pertinent to the particular claim is provided after the reporting categories. In some instances, these notes address a particular aspect or nuance of the CCSS that should be attended to; in other cases, opportunities for innovative item types, or – conversely – constraints on item selection, are identified. The section may also include information on item stimulus and/or accessibility information relevant to that claim.

Part III – Literacy Claims: Rationale, Evidence, Assessment Targets, and Proposed Reporting Categories

Part III contains the following information for all the ELA claims:

- Rationale for the claims
- A description of sufficient evidence (including item types) for each claim
- Identification/explanation of targets for each claim
- Intended reporting categories for each claim
- Additional claim-specific notes (additional accessibility information, item stimulus, etc.)

Overall ELA/Literacy Claim

Overall ELA/Literacy Claim
Grades 3–8: Students can demonstrate progress toward college and career readiness in English language arts and literacy.
High School: Students can demonstrate college and career readiness in English language arts and literacy.

Rationale for Overall ELA/Literacy Claim

Part of the rationale for an overall claim is simply in response to the ways in which scores on this assessment can to be used by educators and policymakers. Results of the summative assessment will be used to inform a number of important decisions about students, educators, and schools. In some instances the assessment results may be the sole source of data used for a decision (e.g., for calculation of Adequate Yearly Progress under current NCLB requirements or for declaring that a high school student is ready to enter into credit-bearing English or mathematics post-secondary courses), and in some instances the assessment results may be but one part of a larger collection of information (e.g., for the evaluation of the effectiveness of certain instructional or intervention programs, or for the determination of whether or not a teacher or a principal is in need of improvement). Regardless of the particular use, however, each of these examples will be based on inferences about the knowledge and skills of individual students and of groups of students supported by performance on the total test, as aligned to the Common Core State Standards.

A second rationale is no less important, but one that is perhaps less immediately evident. The examples listed above, in many cases, can be characterized as having relatively high stakes for those affected by the outcome. Schools and districts are dramatically impacted by AYP results; students deemed unprepared for credit-bearing courses must spend additional time (and finances) on their postsecondary education; personnel decisions are high-stakes decisions. Principles of fairness dictate that those who use assessment results for high-stakes decisions should have the most reliable and accurate information available. Scores derived from the total test, based on performance across all of the assessed domains, will be more accurate and will lead to fewer incorrect inferences than will scores on individual domains.

Sufficient Evidence for the Overall ELA/Literacy Claim

The evidence to support student progress toward or attainment of college and career readiness is provided by student performance on the items and tasks for the four domain-specific claims. This overall claim represents a composite of all evidence gathered across the four domain-specific claims. That is, the contributions to the overall claim provided by each of the domain-specific claims will need to be weighted through an analytic and judgmental process. Determining the weighting of the domain-specific claims is a decision that will be made based on the psychometric characteristics of the evidence from the four domain-specific claims and on empirical data and policy direction provided by member states. Preliminary achievement levels were set based on Field Test data and may be revised again after the 2015 operational test data are reviewed.

Proposed Reporting Categories for the Overall ELA/Literacy Claim

There will be a Total ELA/Literacy score, which will be a composite based on the student's performance across the four domain-specific claims. The Total ELA/Literacy scores will be vertically scaled across grades.

*Machine Scored: Multiple Choice, including single correct and multiple correct response items; Hot Text; Matching Tables

For more detailed information, see the E*LA/Literacy Summative Assessment Blueprint* (SBAC, 2015).

Domain-Specific Claims (1 through 4)

ELA/Literacy Claim #1
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Rationale for ELA/Literacy Claim #1

At the heart of the Common Core State Standards is a focus on literacy instruction that centers on careful examination of texts—reading closely and drawing evidence from the text to support inferences and judgments made (Coleman & Pimentel, 2012a, 2012b). The ability to read a variety of text types, including increasingly complex texts, is another key component of being college and career ready. In 2006, ACT, Inc. released a report, *Reading between the Lines*, which revealed an important finding: text complexity matters (ACT, Inc., 2006). Being able to read and analyze a variety of complex texts helps students make sense of information, understand diverse viewpoints, and become active, productive, and informed citizens. Students who are college and career ready in reading can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can cite and evaluate specific evidence when offering an oral, written, or graphic interpretation of a text.

Sufficient Evidence for ELA/Literacy Claim #1

- **Texts:** At each grade level, students will engage with a variety of literary and informational texts, including literary nonfiction and texts covering science, social studies, and technical topics. Some assessment items/tasks will focus on reading one text, while others will require students to compare, analyze, or integrate information from more than one text. Texts chosen for assessment will represent a variety of lengths, genres, and formats for literary and informational texts. Consistent with the CCSS and the National Assessment of Educational Progress (NAEP) recommendations, at grades 3–5, equal assessment emphasis will be placed on reading both literary and informational texts. At grades 6–8, assessment emphasis will shift to slightly more on informational texts (55%) than on literary texts (45%). By high school, greater emphasis (70%) will be placed on reading a range of informational texts, including literary nonfiction.
- **Text evidence:** Students are expected to answer questions that range from demonstrating the ability to locate key details and summarize central ideas to using textual evidence to analyze and support judgments about the ideas presented. Indeed, the ability to refer to details and examples in support of claims, inferences, and conclusions is so central to reading that Reading Standard 1 is considered a component of each of the summative assessment targets set forth for Claim #1. This ability should be understood to go well beyond information location and retrieval. Depending on the particular item or task, students could provide a rich, text-based synthesis that clearly reflects deep analysis and subsequent understanding of the text *along with* supporting details drawn directly from the text. Consider a question such as "What inference can you make about why [the character's] mood improved? Explain your answer using two details from the text." A student might respond with "[The character's] spirits lifted because the world around her changed and became more colorful as it turned to spring." This analysis would then be supported with "She noticed that the *daffodils began to bloom* and *leaves began to form on the trees* (*italicized* words taken directly from [the text]).

- **Item Types** - Claim #1 assessments will include both machine and hand scored items as described in Part II

Summative Assessment Targets for Claim #1

- The following table identifies summative assessment targets that describe the evidence that will be used to support Claim #1. Summative assessment targets do not replace the Common Core State Standards; rather, they reference specific standards at each grade level that test developers will use to guide item and task development and collectively serve the purpose of providing a consistent sampling plan for assessment within and across grades.
- The summative assessment targets at each grade level represent the prioritized content and skills for assessment. An in-depth description of every claim #1 target (including the assessment-appropriate portions of the related standards, intended cognitive rigor/depth of knowledge [DOK]) is provided in **Appendix B.**

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

ASSESSMENT TARGET	Grades 3-5	Grades 6-8	Grade 11
	for LITERARY TEXTS		
1: KEY DETAILS	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
2: CENTRAL IDEAS	Gr 3 - Identify or determine a central message, lesson or moral and explain how it is conveyed through key details in the text, key events, or the sequence of events. Gr 4-5 Identify or determine a theme or central idea from details in the text, or summarize the text.	Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.
3: WORD MEANINGS	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure, or use of reference materials, with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure, or use of reference materials, with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure, or use of reference materials, with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

4: REASONING & EVIDENCE	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use supporting evidence as justification/explanation.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use supporting evidence as justification/explanation.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use supporting evidence as justification/explanation.
5: ANALYSIS WITHIN OR ACROSS TEXTS:	Gr 3- Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view. Gr 4_- Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/ contrast the narrator or characters' point of view within or across texts. Gr 5 - Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or describe the narrator or speakers' point of view within or across texts.	Gr 6 - Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. Gr 7 - 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. Gr 8 - Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.	Analyze interrelationships among literary elements within or across texts or analyze and distinguish point of view within or across texts. .
6: TEXT STRUCTURES & FEATURES:	Gr 3-4 Relate knowledge of text structures (building upon earlier sections) or text features to explain information within the text. Gr 5 - Analyze text structures to explain information within the text	Gr 6-7 Analyze text structures and the impact of those choices on meaning or presentation. Gr 8 Analyze or compare text structures and the impact of those choices on meaning or presentation.	Analyze text structures and the impact of those choices on meaning or presentation.
7: LANGUAGE USE	Gr 3 Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context Gr 4 Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context. Gr 5 Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in	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.	Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone. .

	word meanings used in context.		

ASSESSMENT TARGET	Grades 3-5	Grades 6-8	Grade 11
	for INFORMATIONAL TEXTS		
8: KEY DETAILS	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
9: CENTRAL IDEAS	Gr 3 Identify or determine a main idea and the key details that support it. Gr 4-5 Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.	Gr 6 Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment. Gr 7-8Determine a central idea and the key details that support it, or provide an objective summary of the text.	Determine a central idea and the key details that support it, or provide an objective summary of the text.
10: WORD MEANING	Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure, or use of reference materials with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure, or use of reference materials with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure, or use of reference materials with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
11: REASONING & EVIDENCE	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts and use

	supporting evidence as justification/explanation.	supporting evidence as justification/explanation.	supporting evidence as justification/explanation.
12: ANALYSIS WITHIN OR ACROSS TEXTS	Analyze or compare how information is presented within or across texts or how information within or across texts reveals author's point of view or purpose.	Gr 6 Analyze or compare how information is presented within or across texts or how information within or across texts reveals author's point of view or purpose. Gr 7 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. Gr 8 Analyze or compare connections within or across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author's point of view or purpose.	Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals author's point of view or purpose.
13: TEXT STRUCTURES & FEATURES	Relate knowledge of text structures to interpret or explain information. Gr 4 Relate knowledge of text structures or text features to analyze or integrate the impact of those choices on meaning or presentation. Gr 5 Relate knowledge of text structures to interpret or explain information.	Relate knowledge of text structures or text features to analyze or integrate the impact of those choices on meaning or presentation. Gr 7 Relate knowledge of text structures or text features to analyze or compare the impact of those choices on meaning or presentation. Gr 8 Relate knowledge of text structures or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation	Relate knowledge of text structures (e.g. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.
14: LANGUAGE USE	Gr 3 Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses. Gr 4 Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context. Gr 5 Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context and the impact of those word choices on meaning or tone.	Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning or tone.	Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning or tone.

Additional Information about the 14 Assessment Targets for Reading:

- Assessment targets #1, #2, #4–#6, #8, #9, and #11–#13 provide evidence of critical thinking while reading, including the ability to infer, analyze, compare/contrast, synthesize, evaluate, or critique information presented or the author's reasoning.
- Assessment targets #3, #7, #10, and #14 provide evidence of understanding of written language use. These items will be text-dependent.
- To the degree possible, all assessment targets will have at least one test item, but not all texts will have items for every assessment target. The ability to assess a given standard is often dependent upon the specific passage selected.
- Anchor Standard 1 in Reading (and each grade-specific version of this standard) is also related to Reading Standards 2–9. It focuses on students' use of evidence to support their analyses (claims, conclusions, inferences) about texts. Hence, whether students are asked to determine the central idea, the point of view, or the meaning of words and phrases, Standard 1 (making inferences and supporting those inferences with evidence) is usually embedded within one of the other Reading Standards 2–9.
- Anchor Standard 10 (Range of Reading and Level of Text Complexity) is the foundation for passage selection, rather than being captured under one or more specific assessment targets. Essentially all of the targets reflect the range of reading and text complexity as well as Anchor Standard 1.

Proposed Reporting Categories for ELA/Literacy Claim #1

There will be a Total Reading score, based on the student's performance across the items and tasks from the assessment targets for this claim.

As banks of items increase in size, in the future it ***may*** **be possible to report out on sub scores, with reliable information aggregated at the classroom or school level at a minimum (for example, separate scores for literary and informational** texts**).**

Other Assessment Notes for ELA/Literacy Claim #1

- **Emphasis on providing supporting evidence for analysis of text:** Given the emphasis the standards place on supporting analysis with evidence, reading items will provide the opportunity to cite specific evidence from the text or texts as often as possible. For example, in CAT items, a selected-response item can include the requirement that students highlight or otherwise identify at least one piece of evidence in the passage that supports their answer. In this way, even multiple choice/hot text/matching table items can offer useful information about not just the correct answer (often an inference) but also the evidence that supports that answer. Similarly, brief write items will always ask for text evidence to support the answer. In writing and other Performance Tasks, there will likewise be a consistent emphasis on students supporting their analysis by citing information from the text such as evidence, concrete details, and examples.
- **Choosing appropriate vocabulary words for Claim #1:** Targets 3 and 10 primarily focus on students' ability to determine the meaning of unknown words in context. Targeted vocabulary words and phrases should be important to the text and worth assessing. In addition, the targeted vocabulary words and phrases should be one to two grade levels above the testing grade level. The exception to this guideline would be if the targeted word/phrase is used in an

unusual context, in which case the targeted word or phrase can be "on" grade level. Although no single instrument can pinpoint an absolute grade level for vocabulary words, item developers judiciously consult resources such as the *EDL Core Vocabulary* (Steck-Vaughn, 1989) and *The Living Word Vocabulary: A National Vocabulary Inventory* (Dale and O'Rourke, *World Book-Childcraft International***,** 1981).

- **Text selection for reading items:** All Claim 1 items (including vocabulary items) will be passage-dependent. The ELA assessment blueprint describes the number of reading passages (or pairs of passages) to be used at each grade level; selection criteria for all passages include the standards-based recommendations for text types and passage lengths. As part of the text selection process, each proposed passage is accompanied by a text-complexity "placemat" that addresses research-based qualitative as well as quantitative factors when justifying the selection of a text for a proposed grade level.

Smarter Balanced test development committees reviewed several available quantitative measures of vocabulary that can aid in understanding reading difficulty. Measures of this kind are critical, since vocabulary knowledge plays an increasing role in word reading and comprehension by the end of grades 2 and 3 (Nakamoto, Lindsey, & Manis, 2007; Verhoeven, 1990).

- Two quantitative factors are considered when selecting passages: 1) Lexile level - *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (CCSSO, 2012) provides recommended Lexile levels for grade spans. 2) Passages under consideration are also analyzed using a readability formula (i.e., Flesch- Kincaid). The quantitative factors provide the range for grade appropriateness. Then quantitative numbers are considered to determine the recommended grade level.
- Text selection for passage-dependent items must consider more than quantitative numbers. The qualitative text complexity factors listed in the following table are described in greater depth in the ELA *Stimulus Specifications* document. In addition, Appendix A of the Common Core State Standards document [Common Core State Standards Initiative, 2010] and the *Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity* (CCSSO, 2012) have information related to text complexity.

Factors that Interact to Influence Text Complexity (Hess & Biggam, 2004)

- **Word Difficulty and Language Structure,** including vocabulary and sentence type and complexity of words or structure (often determined through the use of multiple readability formulas)
- **Text Structure** (e.g., description, chronology, sequence/procedure, cause/effect, proposition/support, problem/solution, critique)
- **Discourse Style** (e.g., satire, humor, dramatic irony)
- **Genre and Characteristic Features of the Text**
- **Background Knowledge and/or Degree of Familiarity with Content** needed by the reader (e.g., historical, geographical, or literary references)
- **Level of Reasoning Required** (e.g., sophistication of themes and ideas presented, abstract metaphors)

- **Format and Layout of Text,** including how text is organized/layout, size and location of print, graphics, and other book/print features
- **Length of Text** affecting sustained engagement

- **Accessibility and Claim #1:** This claim clarifies the importance of comprehending both literary/narrative and informational/expository texts. It does not, however, explicitly address the challenges that many students with disabilities face in the areas of decoding and fluency. In contrast to a view where decoding and fluency are gateways to comprehension, many successful adults with disabilities use alternative means of access to text (including assistive technologies, such as text-to-speech) to bypass the need for decoding and fluency when they comprehend and think critically about text. These individuals demonstrate high levels of success working with both literary and informational texts (Reitz, 2011). Recent research regarding accessibility of reading test items for students with disabilities (especially for Alternate Assessments Based on Modified Achievement Standards, or "2%," assessments) and English language learners [ELL] holds promise for item development in reading. The following section is an abbreviated summary of some successful strategies for enhancing items without changing the intended assessment construct. It is important to note, however, that some of these strategies are appropriate for the classroom and are not relevant for assessment.
    - **Developing a range of items for the CAT item bank and Performance Tasks:** Test developers will apply an approach to item and task development with two key ideas in mind: (1) how to make test items accessible to all learners and (2) how to design items for the same constructs that engage novice-to-expert performers.
    - In 2006, ACT, Inc., released a report called *Reading Between the Lines,* showing that what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was not their relative ability to make inferences while reading or to answer questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, the clearest differentiator was *what* students could read, in terms of its complexity. These findings held for male and female students, students from all racial/ethnic groups, and students from families with widely varying incomes. The results of the ACT study have been borne out in years of data analysis from other state assessments. Therefore, within grade levels, there is a range of text difficulty and text lengths. In addition, there is a range of difficulty for assessment items.
    - More detailed information about accessibility for Claim #1 can be found in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (June, 2015)*

ELA/Literacy Claim #2
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Rationale for ELA/Literacy Claim #2

To communicate effectively, students need to understand why they are writing—for what different purposes and for what audiences. Writing develops the ability to generate, organize, make sense of, and deeply understand information in order to produce new ideas and insights. *Writing Next* (Graham & Perin, 2007) and its successor, *Writing to Read* (Graham & Hebert, 2010), argue convincingly for increasing the amount of time that students engage in writing and for teaching writing strategies and processes that have students create texts and write about and reflect on what they are reading.

The *Framework for Success in Postsecondary Writing*, co-authored by the Council of Writing Program Administrators (CWPA), the National Council of Teachers of English (NCTE), and the National Writing Project (NWP), states that "writing activities and assignments should be designed with genuine purposes and audiences in mind (from teachers and other students to community groups, local or national officials, commercial interests, students' friends and relatives, and other potential readers) in order to foster flexibility and rhetorical versatility. Standardized writing curricula or assessment instruments that emphasize formulaic writing for non-authentic audiences will not reinforce the habits of mind and the experiences necessary for success as students encounter the writing demands of postsecondary education" (2011, p. 3). Writing dispositions/habits of mind (or the ways writers approach writing) include engagement through making connections among ideas; persistence in grappling with challenging ideas and texts; an understanding of the responsibility to incorporate ideas of others, giving proper attribution; flexibility with approaches and styles to match purpose; and the utilization of metacognitive skills to reflect on one's development as a writer.

The *Framework for Success in Postsecondary Writing* defines rhetorical knowledge as the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts. Rhetorical flexibility in relation to audience, purpose, and task, as well as the use of multiple approaches for developing and organizing ideas, is also central to the *Writing Framework for the 2011 National Assessment of Educational Progress* (National Assessment Governing Board, 2011, pp. 4–5). Consistently applying rhetorical knowledge and demonstrating dispositions of writing are what we look for in proficient writers at all grade levels.

Sufficient Evidence for ELA/Literacy Claim #2

- Item types: At each grade level, students will demonstrate their ability to work with—compose, revise, and/or edit—a variety of shorter and longer literary and informational texts for different purposes. Three writing purposes – narrative, informational/explanatory, opinion/argumentative – will be assessed each year at every grade level. Claim #2 is assessed through a combination of machine and [currently] human-scored shorter and longer writing assessment items/tasks.
    - All three writing purposes are assessed in the CAT with machine scored items (multiple choice, including multiple correct response, and hot text) and brief writes. Machine scored CAT items will specifically assess revision skills including revising for word

choices, revising to organize or to elaborate/develop ideas, and editing skills (grammar usage, spelling, punctuation, capitalization, sentence formation). The CAT brief write items assess the ability to write brief texts (typically one-to three paragraphs in length) for a variety of purposes/audiences. At present, the brief writes will be scored by human scorers for a single, specified trait; for example, "use brief notes provided to elaborate a specified underlined idea;" or "improve the organization by writing an introduction (or conclusion) to revise [an unfinished multi-paragraph draft]".

- Every student will also be assessed through an extended Performance Task. The extended Performance Task will be scored, by trained human scorers, for three traits: focus/purpose, evidence/elaboration, and conventions. Informational/ explanatory and opinion/argumentative writing Performance Tasks will require that students read texts to locate information that can be used to support a focus or claim Opinions/arguments critiques will generally require writing in response to nonfiction texts or writing about a topic drawing upon evidence from those sources. Although not all writing tasks will be text-dependent (e.g., some narrative tasks may depend on texts more for inspiration or context than support), the importance of the reading/writing connection articulated by the authors of the Common Core will inform item and task development
- Consistent with CCSS and NAEP recommendations, at grades 3–5, assessment emphasis for the overall test design will be distributed across the CAT and the Performance Task as follows: narrative writing (35%), informational writing (35%), and writing to support opinions based on evaluation of evidence from given sources (30%). At grades 6–8, emphasis will shift slightly: narrative writing (30%), informational writing (35%), and opinion/arguments to support claims based on evaluation of evidence based on given sources (35%). At high school, greater assessment emphasis will be placed on writing explanatory texts (40%) and on writing reasoned arguments (40%) in response to text(s) read. Narrative writing will be assessed at the high school level only in the CAT portion of the test (with brief writes as opposed to full length essays required in the Performance Tasks, although narrative strategies can be effectively utilized at any writing purpose). Texts for writing in response to texts read (informational writing/arguments) will be selected using slightly different guidelines than those used for the reading items (described under Claim #1), but they too will represent a variety of genres, topics, and text formats (see the Claim #2 *Item Specifications* and the *Item Specifications* document for specific details of these guidelines). Because the test is adaptive, these percentages apply to the overall test design for writing.

- Writing traits – Claim #2 items collectively assesses the ability of students to demonstrate their rhetorical skills and knowledge. These proficiencies include the following:

  Purpose/Organization: Organizing ideas consistent with purpose and audience (Evidence from assessment targets #1, #2, #3, #4, #6, #7)

  Evidence/Elaboration: Providing supporting evidence, details, and elaboration consistent with focus/thesis/claim, source text or texts, purpose and audience (Evidence from assessment targets #1, #2, #3, #4, #6, and #7, and #8)

  Conventions: Applying the conventions of standard written English; editing for grammar usage and mechanics to clarify the message (Evidence from assessment target #9)

Summative Assessment Targets for Claim #2

- The following table identifies summative assessment targets that describe the evidence that will be used to support Claim #2. Summative assessment targets do not replace the Common Core State Standards; rather, they reference specific standards at each grade level that test developers will use to guide item and task development and collectively serve the purpose of providing a consistent sampling plan for assessment within and across grades. All three writing genres will have at least one test item or task, including machine scored items (multiple choice, hot text, matching tables) as well as brief write items or full write Performance Tasks, as determined by the test blueprints and sampling plan.
- The summative assessment targets at each grade level represent the prioritized content and skills for assessment. An in-depth description of every claim #2 target (including the related standards, intended cognitive rigor/depth of knowledge [DOK], and illustrative examples) is provided in **Appendix B.**
- Some of the CCSS Writing standards are also addressed under Claim #4 (research).

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.

ASSESSMENT TARGET	Grades 3-5	Grades 6-8	Grade 11
1a: WRITE BRIEF NARRATIVE TEXTS **1b: REVISE BRIEF NARRATIVE TEXTS**	**1a:** Write one or more paragraphs demonstrating specific narrative techniques chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose **1b**: Revise one or more paragraphs demonstrating specific narrative techniques appropriate transitional strategies for coherence, or authors' craft	**1a:** Apply narrative techniques and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text **1b:** Apply narrative techniques and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text.	**1a:** Apply narrative techniques and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text **1b:** Apply narrative techniques and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text.
3a: WRITE BRIEF INFORMATIONAL / EXPLANATORY TEXTS **3b: REVISE BRIEF INFORMATIONAL / EXPLANATORY TEXTS**	**3a:** Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence	**3a:** Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional	**3a:** Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies

	and elaboration, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. **3b:** Revise one or more informational/ explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.	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 follows from and supports the information or explanation presented. **3b:** Apply a variety of strategies when revising one or more paragraphs of informational/ 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.	for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic). **3b:** Apply a variety of strategies when writing one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.
6a: WRITE BRIEF <u>OPINION/ ARGUMENT</u> TEXTS **6b: REVISE BRIEF <u>OPINION/ ARGUMENT</u> TEXTS**	**6a:** Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. **6b:** Revise one or more paragraphs	**6a:** Apply a variety of strategies when writing 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	**6a:** Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary,

	demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.	and audience and follows from and supports the argument(s) 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.	or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) 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 precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
8: LANGUAGE and VOCABULARY USE	Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	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.	Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
9: EDIT	Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informatio nal, and opinion texts.	Apply or edit grade-appropriate grammar usage, [capitalization], punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.	Apply or edit grade-appropriate grammar usage, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.

Proposed Reporting Categories for ELA/Literacy Claim #2

There will be a Total Writing score, based on the student's performance across the items and tasks from the Assessment Targets shown for this claim.

As banks of items increase in size, it *may* be possible to report out on sub scores, with reliable information aggregated at the classroom or school level at a minimum (for example, providing separate scores for different types of Organization/Purposes and /or Evidence/Elaboration or Convention.

Other Assessment Notes for ELA/Literacy Claim #2

Guidelines for Response Stimuli– that is, the texts that stimulate student writing – have been developed. Stimuli include the following characteristics depending on the item type:

- **Machine Scored CAT Item Stimuli**: "draft student writing" serves as the stimulus for writers to improve for organization or for elaboration (e.g., select the detail that does not maintain the writer's focus and should be removed from the draft, select the best introduction for the draft, identify the best evidence to support the writer's claim). These drafts range in length from 100-300 words depending on grade level, and should clearly be narrative, informational/explanatory, or opinion/argument.
- **Brief Write CAT Item Stimuli**: these passages follow the same criteria as the criteria for machine-scored items; they serve as the stimulus for writers to revise for organization or for elaboration (e.g., "write an introduction or conclusion based on the draft," or "develop the underlined reason to further support the claim"). For informational/explanatory and opinion/argument elaboration tasks, the stimulus also includes "student notes" that provide additional information writers can use to elaborate or further develop a specific detail (e.g., "use information from the student notes to address the counterclaim").
- **Performance Task Stimuli:** Following the "Classroom Activity," Part 1 of the Performance Task involves reading, planning, and note taking, so that students can generate and organize their ideas. Part 1 begins with a task "scenario" (3-7 sentences, depending on grade level). The scenario provides a general purpose and context for writing so that students read the sources with a purpose in mind. Students then independently read and take purposeful notes on passages (2-5, depending on grade level). These source materials include a range of texts that include a variety of authors, time periods, topics, formats, modalities (including non-text stimuli/resources such charts, graphs, and pictures), and cultural/political/social/geographic perspectives.

Grade Span	Number of Sources
3	2
4-5	3
6-8	3-4
11	4-5

Administration guidelines for extended writing Performance Tasks will include opportunities

for using a process for developing the writing. During Part 2 of the Performance Task, students use the sources to write and revise responses (narrative, informational/explanatory or - opinion/argument - assessment target #2, #4, or #7) on a topic.
In addition, all Claim #2 stimuli must –

- Specify a grade-appropriate audience and purpose for the writing task;
- Sound like authentic student writing for the targeted grade;
- Be models of good writing;
- Be appropriately complex for the targeted writing skill;
- Contain factually accurate information.

Both the *Stimulus Specifications* and the *Item Specifications* documents provide in-depth, specific information (and examples) about claim #2 stimuli

- **Accessibility and Claim #2:** With respect to English learners, students' writing will, of course, be influenced by their level of English proficiency. In addition, students may have more difficulty than their peers writing in areas that require the use of unfamiliar vocabulary and abstract or impersonal presentation. English learners are likely to be more successful writing on topics that are familiar to them, such as their daily activities. One Claim #2 unique accessibility feature launches the Performance Tasks. The purpose of the Classroom Activity is to "level the playing field" by providing students with a more consistent level of access to the topic(s), central concept(s), or domain-specific vocabulary that is necessary for understanding and completing the Performance Task. The activity may build on or activate students' prior knowledge of the topic, build students' interest in the topic, and/or engage students in small group and whole group discussions as a "warm up" to the Performance Task. Thus, the Classroom Activity must be specific enough to provide support to students in understanding the Performance Task that is to follow.

  In general, writing assessments can also be made more accessible by providing accommodations (available to all students) such as an online spell check and glossary or dictionary, when the use of these and similar features does not change the writing construct. As previously noted, such accommodations typically help all students be successful, regardless of English language proficiency.

  More detailed information about accessibility for Claim #2 can be found in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (June, 2015)

ELA/Literacy Claim #3
Students can employ effective speaking and listening skills for a range of purposes and audiences.

Rationale for ELA/Literacy Claim #3

Success in college coursework and careers depends heavily on the ability to communicate effectively—demonstrating active listening, interpersonal communication, and the ability to integrate oral/visual/graphic information. "Besides having intrinsic value as modes of communication, listening and speaking are necessary prerequisites of reading and writing (Fromkin, Rodman, & Hyams, 2006; Hulit, Howard, & Fahey, 2010; Pence & Justice, 2007; Stuart, Wright, Grigor, & Howey, 2002). The interrelationship between oral and written language is [often] illustrated . . . using the distinction linguists make between *receptive language* (language that is heard, processed, and understood by an individual) and *expressive language* (language that is generated and produced by an individual). . . . Sticht and James (1984) . . . found evidence strongly suggesting that children's listening comprehension outpaces reading comprehension until the middle school years (grades 6–8)" (Common Core State Standards Initiative, 2010, Appendix A, page 26). Stressing listening comprehension and discussion/speaking communications develops students' ability to process more complex information than they may be able to read or even write about, especially at the elementary and middle grades.

The critical importance of communication skills was highlighted in a recent report issued by the Alliance for Excellence in Education (2011). The authors assert:

> "Our increasingly complex world demands much of its students. In almost every aspect of their lives, young people are being asked to learn more, process more, and produce more. These increasing demands mirror the world around them. Now more than ever, the nation's education system is being challenged by a technology-driven global economy that requires a skilled and deeply literate workforce. . . . Deeper learning is required . . . and prepares students to know and master core academic content; think critically and solve complex problems; work collaboratively; communicate effectively; and be self-directed and able to incorporate feedback" (pp. 1–2).

Development of these deep learning skills requires utilization of all of the language arts, including listening and speaking. In the classroom, the CCSS Speaking and Listening standards require students to demonstrate a range of interactive oral communication and interpersonal skills. Students must work collaboratively; express their own ideas and listen carefully to ideas of others; integrate information from oral, visual, quantitative, and media sources; evaluate what they hear; use media and visual displays strategically to achieve communicative purposes; understand and use language effectively; and adapt speech to context, content, and task. At the present time, CCSS Speaking standards cannot be assessed nationally for many reasons, including testing time parameters and scoring limitations.

Sufficient Evidence for ELA/Literacy Claim #3

Listening texts**:** Students at all grade levels will listen to a variety of informational, non-print texts such as short talks/lectures, media messages, speeches, etc. The stimuli for the listening comprehension items will be drawn from a range of subject areas, including but not limited to science, history, and technical topics (in general, the stimuli for Claim #3 do not include literary texts such as poetry or short stories). Listening comprehension items and tasks may include input

that includes limited use of visuals to accompany the audio (e.g., a picture of a speaker). Audio texts can be controlled by individual students as needed (e.g., repeated or paused for note taking).

Item types:

After listening, students respond to comprehension – and integration/analysis–type questions. These questions are all machine scored (multiple choice, including single and multiple correct response; hot text; and matching tables items) and are similar to the selected-response questions described for Claim #1. All of the listening items/tasks will be administered as part of the online computer-adaptive assessment (CAT). Although it is possible in the future that Performance Tasks could also include a listening text in the source materials, at this time that is not the case.

Both the *Stimulus Specifications* and the *Item Specifications* provide in-depth, specific information about listening texts.

Summative Assessment Targets:

- The following table identifies the summative assessment target that describes the evidence that will be used to support Claim #3. Summative assessment targets do not replace the Common Core State Standards; rather, they reference specific standards at each grade level that test developers will use to guide item and task development and collectively serve the purpose of providing a consistent sampling plan for assessment within and across grades. For listening, only a single target is included in the listening, target 4- **LISTEN/INTERPRET:** Interpret and use information delivered orally.
- The summative assessment target at each grade level represents the prioritized content for assessment. An in-depth description of the claim #3 target (including the related standards, intended cognitive rigor/depth of knowledge [DOK) is provided in **Appendix B.**

Claim 3: Students can employ effective [speaking and] listening skills for a range of purposes and audiences.

ASSESSMENT TARGET	Grades 3-5	Grades 6-8	Grade 11
4- **LISTEN/ INTERPRET:**	Interpret and use information delivered orally.	Analyze, interpret, and use information delivered orally.	Analyze, interpret, and use information delivered orally.

Proposed Reporting Category for ELA/Literacy Claim #3

The student's performance on assessment items and tasks on Claim #3 will contribute to the overall Total Score for ELA/Literacy.

Other Assessment Notes for ELA/Literacy Claim #3

Listening Stimulus: At this time, Listening stimuli/audio presentations are approximately 1 minute in length**.** It may be possible, in the future, to increase the audio length and/or include

audio/video resource materials.

- Qualitative Measures: The stimulus should reflect the components noted in the qualitative measures rubric for listening stimuli (purpose or meaning, auditory structure, oral language features, knowledge demands) and meet the appropriate complexity levels by grade.
- Quantitative Measure: The quantitative measure used to analyze the "listenability" of audio stimuli on the Smarter Balanced Assessments is the Easy Listening Formula (ELF). ELF is designed to determine "listenability" and is often used for radio and television broadcasts. The ELF program analyzes the density of complex words instead of sentence length. It uses the ratio of syllables to sentences. The ELF score is calculated by counting the number of syllables (above one) for each word.
- Both the *Content Specifications* and *the Item Specifications* documents for Claim 3 have more detailed information about Listening Stimulus.

Accessibility and Claim #3: Interaction skills are an important aspect of being college and career ready; however, not all individuals with disabilities are able to speak or hear. Successful adults who are deaf, for example, generally are not able to "listen" to oral communications. Recognizing that hearing may include sign language reception or closed captioning is an important aspect of explicating Claim #3. This approach is consistent with the CCSS document, which states that "*speaking* and *listening* should be interpreted broadly to include sign language" (*Common Core State Standards Initiative,* 2010, p. 6).

Almost all English learner students are from families that speak a language other than English at home, and many families do not listen to English-speaking media on the radio or television. These students' only opportunity to hear and speak English may be at school. Because English learner students have less opportunity to listen to and speak English, performance in these domains may be a function of a lack of educational opportunity, rather than a lack of ability. Many English learner students will perform better on listening and speaking tasks that treat academic content that is more familiar and that is not linguistically complex. Where this does not violate the construct being tested, items and tasks should be constructed with these considerations in mind.

More detailed information about accessibility for Claim #2 can be found in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (June, 2015).*

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

Rationale for ELA/Literacy Claim #4

The Common Core State Standards reflect the fact that inquiry and critical thinking are essential attributes of a student who is college and career ready, enabling students to produce new insights, perspectives, solutions, and products. The standards include a number of references to the kinds of research and investigation in which students should be prepared to engage. These references include both the ability to gather, synthesize, and evaluate information from multiple texts and, when appropriate, the ability to build on the ideas of others through collaboration and explorations of diverse perspectives. Today, a myriad of both print and non-print information is available globally. Students need to know how to filter information, evaluate the credibility of sources, detect and challenge the underlying assumptions, and make thoughtful decisions based on their analysis of what is relevant to the topic, issue, or problem being explored. These skills are important for college and career success, as students and employees are asked to move past obvious or surface-level interpretations and use literacy skills to make sense of and respond to the written, visual, and verbal information they encounter.

In *How People Learn* (Bransford, Brown, & Cocking, 1999), the authors state that to develop competence in an area of inquiry, students must (a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. This principle emerges from research on learning and transfer. Experts, regardless of the field, always draw on a richly structured information base; they are not just "good thinkers" or "smart people." The abilities to plan a task, to notice patterns, to generate reasonable arguments and explanations, and to draw analogies to other problems are all more closely intertwined with factual knowledge than was once believed (Pellegrino, 2002).

Sufficient Evidence for ELA/Literacy Claim #4

Item types: Claim #4 is assessed in both the CAT and Performance Task components of the assessment.

- The CAT portion contains machine scored items (multiple choice, including single and multiple correct response; hot text; and matching tables items) that assess various skills related to research skills. Questions related to appropriateness of information for a stated purpose, paraphrasing information and avoiding plagiarism, and evaluating the strength of information to support a claim are all examples of Claim #4 skills.
- The Performance Task portion of the assessment is designed to emulate authentic research as closely as possible within the parameters of secure testing environment. Research and inquiry tasks are a means by which students can demonstrate their ability to think critically, analyze and synthesize information, and communicate effectively. At each grade level, students will explore a topic, issue, or complex problem and then interpret, analyze, and synthesize information from multiple sources. Informational sources will be varied in terms of types, format, and content area. Individual students will be introduced to a research context accompanied by source materials. After reading these source materials, students

will be asked to answer three "research" questions. Of these, two will require a written, short answer response, which – at present time – will be hand scored (e.g., comparing information between two sources). The third question will be a machine-scored item (e.g., a matching table asking students to match claims to sources). Students will then be presented with a task requiring them to select, analyze, and synthesize information in order to craft a coherent response to the problem or prompt using supporting evidence from the source materials. The writing prompts can ask for a narrative (in grade 3-8), opinion/argumentative, or informational/explanatory text-based response, consistent with the Claim # 2 discourse forms. In these multi-step Performance Tasks, students demonstrate their ability to apply literacy skills across content areas—history/social studies, science, and technical subjects, as well as the language arts. The *Item Specifications* document for Performance Tasks has several sample Performance Task items.

Summative Assessment Targets:

The following table identifies summative assessment targets that describe the evidence that will be used to support Claim #4. Summative assessment targets do not replace the Common Core State Standards; rather, they reference specific standards at each grade level that test developers will use to guide item and task development and collectively serve the purpose of providing a consistent sampling plan for assessment within and across grades.. The summative assessment targets at each grade level represent the prioritized content for assessment.

The summative assessment targets at each grade level represent the prioritized content and skills for assessment. An in-depth description of every claim #2 target (including the related standards, intended cognitive rigor/depth of knowledge [DOK], and illustrative examples) is provided in **Appendix B.**

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

ASSESSMENT TARGET	Grades 3-5	Grades 6-8	Grade 11
2: Interpret & integrate information	Locate information to support central ideas and key details [subtopics] that are provided; select [and integrate] information from data or print and non-print text sources for a given purpose.	Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
3: Analyze/ Evaluate information/ sources	Analyze information/ sources: Distinguish relevant/irrelevant information.	Evaluate information/ sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each	Evaluate information/ sources: 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.	source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.
4: Use evidence	Cite evidence to support opinions, ideas [or analyses].	Cite evidence to support opinions, ideas [or analyses].	Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.

Proposed Reporting Category for ELA/Literacy Claim #4

There should be adequate items and tasks to support the reporting of a Total Research/Inquiry score at the individual student level, based on student performance across the items and tasks from the Assessment Targets shown for this claim.

As banks of items increase in size, it *may* be possible to report out on sub scores, with reliable information aggregated at the classroom or school level at a minimum

Other Assessment Notes for ELA/Literacy Claim #4

Stimuli: Research performance assessments will generally use texts from literacy-standards (history/social studies, science, and technical subjects). These texts can cover a range of grade-appropriate topics. General guidelines for selecting genres and complexity of texts used for research tasks will be similar to those used for reading and for writing in response to texts, except that Performance Tasks will not generally include literary text. Selecting a range of texts across claims for the Smarter Balanced assessments provides opportunities to use a variety of authors, time periods, topics, and cultural/political/social/geographic perspectives.

Accessibility: See information for Claim #1 and #2 for relevant accessibility information. More detailed information about accessibility for Claim #4 can be found in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (June, 2015*).*

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Depth of Knowledge

The Common Core State Standards require high-level cognitive demand, such as asking students to demonstrate deeper conceptual understanding through the application of content knowledge and skills to new situations and sustained tasks. The blueprint for the Smarter Balanced Assessment System, therefore, requires (recommends?) that questions cover a range of cognitive levels. For each Assessment Target developed, the "depth(s) of knowledge" that the student needs to bring to the item/task has been identified, using Wixson's 1999 revision of Norm Webb's Depth of Knowledge [DOK] Levels of Cognitive Difficulty.

It is important to note that Webb's DOK was developed first as a tool for analyzing curriculum and informing instructional decisions in reading; the taxonomy was subsequently expanded for the purpose of aligning standards, instruction, and assessment. In the descriptions below, the instructional examples after each DOK "level" are not necessarily assessment questions. Wixson's taxonomy, therefore, is included here not as an example of Smarter Balanced questions at each level, but to offer information to readers who may not be familiar with Depth of Knowledge.

Language Arts Levels of Depth of Knowledge

Interpreting and assigning depth-of-knowledge levels to both objectives within standards and assessment items is an essential requirement of alignment analysis. Four levels of depth of knowledge are used for this analysis.

Depth-of-Knowledge Levels for Reading

Norman L. Webb
(based on Wixson, 1999)

Level 1

Level 1 requires students to receive or recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text as well as basic comprehension of a text is included. Items require only a shallow understanding of text presented and often consist of verbatim recall from text or simple understanding of a single word or phrase. Some examples that represent but do not constitute all of Level 1 performance are:

- Support ideas by reference to details in the text.
- Use a dictionary to find the meaning of words.
- Identify figurative language in a reading passage.

Level 2

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response; it requires both comprehension and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered but not in a complex way. Standards and items at this level may include words such as summarize, interpret, infer, classify, organize, collect, display, compare, and determine whether fact or opinion. Literal main ideas are stressed. A Level 2 assessment item may require students to apply some of the skills and concepts that are covered in Level 1. Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words.
- Predict a logical outcome based on information in a reading selection.

- Identify and summarize the major events in a narrative.

Level 3

Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Items may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Items may also involve more superficial connections between texts. Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Summarize information from multiple sources to address a specific topic.
- Analyze and describe the characteristics of various types of literature.

Level 4

Higher order thinking is central and knowledge is deep at Level 4. The standard or assessment item at this level will probably be an extended activity, with extended time provided. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. Students take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts. Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources.
- Examine and explain alternative perspectives across a variety of sources.
- Describe and illustrate how common themes are found across texts from different cultures.

Depth-of-Knowledge Levels for Writing

Level 1

Level 1 requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly.
- Identify Standard English grammatical structures and refer to resources for correction.

Level 2

Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be

engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences.
- Use simple organizational strategies to structure written work.
- Write summaries that contain the main idea of the reading selection and pertinent details.

Level 3

Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Edit writing to produce a logical progression of ideas.

Level 4

Higher-level thinking is central to Level 4. The standard at this level is a multi- paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does not constitute all of Level 4 performance is:

- Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 3 Standards: RL-1 (DOK 1, DOK 2) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 4 Standards: RL-1 (DOK 1, DOK 2) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 5 Standards: RL-1 (DOK 1, DOK 2) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Target 2. CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events. Gr. 3 Standards: RL-1, RL-2 (DOK 2, DOK 3) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Target 2. CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text. Gr. 4 Standards: RL-1, RL-2 (DOK 2, DOK 3) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Target 2. CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text. Gr. 5 Standards: RL-1 , RL-2 (DOK 2, DOK 3) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. Gr. 3 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5c (DOK 1, DOK 2) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. L-4a Use sentence-level context as a clue to the meaning of a word or phrase. L-4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable,*	Target 3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), 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. Gr. 4 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the	Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), 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. Gr. 5 Standards: RL-1 , RL-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. L-4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L-4b Use common, grade-

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
comfortable/uncomfortable, care/careless, heat/preheat). L-4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). L-4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L-5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	meaning of a word (e.g., *telegraph, photograph, autograph*). L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L-5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Target 4. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation. Gr. 3 Standards: RL-1, RL-3, RL-6, RL-9 * (DOK 3) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-3 Describe characters in a story (e.g., their traits, motivations, or	Target 4. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation. Gr. 4 Standards: RL-1, RL-3, RL-6 *, RL-9 * (DOK 3) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details	Target 4. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation. Gr. 5 Standards: RL-1 , RL-3, RL-6 , RL-9 * (DOK 3) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

* More than one text may be needed to assess this standard.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
feelings) and explain how their actions contribute to the sequence of events. RL-6 Distinguish their own point of view from that of the narrator or those of the characters. RL-9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	in the text (e.g., a character's thoughts, words, or actions). RL-6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL-9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL-6 Describe how a narrator's or speaker's point of view influences how events are described. RL-9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts. Gr. 3 Standards: RL-1, RL–3, RL-6 (DOK 3, DOK 4) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL-6 Distinguish their own point of view from that of the narrator or	Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts. Gr. 4 Standards: RL-1, RL-3, RL-6 * (DOK 3, DOK 4) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). RL-6 Compare and contrast the point of view from which different	Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts. Gr. 5 Standards: RL-1 , RL-3 RL-6 (DOK 3, DOK 4) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL-6 Describe how a narrator's or

* More than one text may be needed to assess this standard.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
those of the characters.	stories are narrated, including the difference between first-and third-person narrations.	speaker's point of view influences how events are described.
Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text. Gr. 3 Standards: RL-1, RL-5, RL-7 (DOK 2, DOK 3) RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL-7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Target 6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text. Gr. 4 Standards: RL-1, RL-5 (DOK 2, DOK 3) RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text. Gr. 5 Standards: RL-1 , RL-5 (DOK 2, DOK 3) RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Target 7. LANGUAGE USE: Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context. Gr. 3 Standards: RL-1, RL-4, L-5, L-5a, L-5b (DOK 2, DOK 3)	Target 7. LANGUAGE USE: Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context. Gr. 4 Standards: RL-1, RL-4, L-5, L-5a, L-5b (DOK 2, DOK 3)	Target 7. LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context. Gr. 5 Standards: RL-1 , RL-4, L-5, L-5a, L-5b (DOK 2, DOK 3)

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Literary Texts		
RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). L-5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.	RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figurative language, including similes and metaphors, in context. L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
Informational Texts		
50% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 3 Standards: RI-1, RI-7 (DOK 1, DOK 2) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 4 Standards: RI-1 , RI-7 * (DOK 1, DOK 2) RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 5 Standards: RI-1, RI-7 * (DOK 1, DOK 2) RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Target 9. CENTRAL IDEAS: Identify or determine a main idea and the key details that support it. Gr. 3 Standards: RI-1 , RI-2 (DOK 2, DOK 3) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Target 9. CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text. Gr. 4. Standards: RI-1 , RI-2 (DOK 2, DOK 3) RI-1 Refer to details and examples in a text when explaining what the	Target 9. CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text. Gr. 5 Standards: RI-1 , RI-2 (DOK 2, DOK 3) RI-1 Quote accurately from a text when explaining what the text

* More than one text may be needed to assess this standard.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
RI-2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	text says explicitly and when drawing inferences from the text. RI-2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	says explicitly and when drawing inferences from the text. RI-2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Target 10. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, 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. Gr. 3 Standards: RI-1 , RI-4 , L-4, L-4a, L-4b, L-4c, L-4d (DOK 1, DOK 2) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. L-4a Use sentence-level context as a clue to the meaning of a word or	Target 10. WORD MEANINGS: 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., synonyms, antonyms), 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. Gr. 4 Standards: RI-1 , RI-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies.	Target 10. WORD MEANINGS: 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., synonyms, antonyms), 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. Gr. 5 Standards: RI-1 , RI-4 , L-4, L-4a, L-4b, L-4c, L-5c (DOK 1, DOK 2) RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
phrase. L-4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). L-4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). L-4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L-4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	flexibly from a range of strategies. L-4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L-5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Target 11. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation. Gr. 3 Standards: RI-1 , RI-3, RI-6, RI-7, RI-8, RI-9 * (DOK 3) RI-1 Ask and answer questions to	Target 11. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines /animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation. Gr. 4 Standards: RI-1 , RI-3, RI-6 *, RI-7, RI-8, RI-9 * (DOK 3)	Target 11. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation. Gr. 5 Standards: RI-1 , RI-3 , RI-6 *, RI-7, RI-8, RI-9 * (DOK 3)

* More than one text may be needed to assess this standard.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI-6 Distinguish their own point of view from that of the author of a text. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI-8 Explain how an author uses reasons and evidence to support particular points in a text. RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI-8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view. Gr. 3 Standards: RI-1 , RI-3, RI-6 (DOK 3, DOK 4)	Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts. Gr. 4 Standards: RI-1 , RI-3, RI-6 * (DOK 3, DOK 4)	Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view. Gr. 5 Standards: RI-1, RI-3, RI-6 * (DOK 3, DOK 4)

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI-6 Distinguish their own point of view from that of the author of a text.	RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text. Gr. 3 Standards: RI-1 , RI-5, RI-7 (DOK 2, DOK 3) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information. Gr. 4 Standards: RI-1 , RI-5, RI-7 (DOK 2, DOK 3) RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information. Gr. 5 Standards: RI-1 , RI-5, RI-7 (DOK 2, DOK 3) RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

* More than one text may be needed to assess this standard.

Grades 3 – 5 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 3	Grade 4	Grade 5
RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Target 14 .LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses. Gr. 3 Standards: RI-1 , L-5, L-5a, L-5b (DOK 2, DOK 3) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L-5 Demonstrate understanding of word relationships and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). L-5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	Target 14. LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs). Gr. 4 Standards: RI-1 , L-5, L-5a, L-5b (DOK 2, DOK 3) RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.	Target 14. LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning. Gr. 5 Standards: RI-1 , L-5, L-5a, L-5b (DOK 2, DOK 3) RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figurative language, including similes and metaphors, in context. L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
45% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 6 Standards: RL-1 (DOK 2) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 7 Standards: RL-1 (DOK 2) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 8 Standards: RL-1 (DOK 2) RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.
Target 2. CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment. Gr. 6 Standards: RL-1, RL-2 (DOK 2, DOK 3) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. Gr. 7 Standards: RL-1, RL-2 (DOK 2, DOK 3) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. Gr. 8 Standards: RL-1, RL-2 (DOK 2, DOK 3) RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RL-2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
Target 3. WORD MEANINGS: 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., 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. Gr. 6 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue	Target 3. WORD MEANINGS: 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. Gr. 7 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall	Target 3. WORD MEANINGS: 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., 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. Gr. 8 Standards: RL-1, RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2) RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall meaning of a sentence or

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). L-4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede*, *secede*). L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
Target 4. REASONING & EVIDENCE: 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, plot, point of view, themes, topics) and use supporting evidence as justification/explanation. Gr. 6 Standards: RL-1, RL-3, RL-6, RL-9 * (DOK 3, DOK 4) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL-6 Explain how an author develops the point of view of the narrator or speaker in a text. RL-9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Target 4. REASONING & EVIDENCE: 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. Gr. 7 Standards: RL-1, RL-3, RL-6, RL-9 * (DOK 3, DOK 4) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL-6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. RL-9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Target 4. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation. Gr. 8 Standards: RL-1, RL-3, RL-6, RL-9 * (DOK 3, DOK 4) RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RL-3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL-6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL-9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

* More than one text may be needed to assess this standard.

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. Gr. 6 Standards: RL-1, RL-3, RL-6 (DOK 3, DOK 4) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL-6 Explain how an author develops the point of view of the narrator or speaker in a text.	Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: 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. Gr. 7 Standards: RL-1, RL-3, RL-6 (DOK 3, DOK 4) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). RL-6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts. Gr. 8 Standards: RL-1, RL-3, RL-6 (DOK 3, DOK 4) RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RL-3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL-6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation. Gr. 6 Standards: RL-1, RL-5 (DOK 2, DOK 3) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation. Gr. 7 Standards: RL-1, RL-5 (DOK 2, DOK 3) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation. Gr. 8 Standards: RL-1, RL-5 (DOK 2, DOK 3) RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text. RL-5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Target 7. LANGUAGE USE: 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. Gr. 6 Standards: RL-1, RL-4, RL-5, L-5, L-5a (DOK 3) RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.	Target 7. LANGUAGE USE: 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. Gr. 7 Standards: RL-1, RL-4, L-5, L-5a (DOK 3) RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds	Target 7. LANGUAGE USE: 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. Gr. 8 Standards: RL-1, RL-4, L-5, L-5a (DOK 3) RL-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific

Grades 6 – 8 Summative Assessment Targets, Claim # 1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
RL-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., personification) in context	(e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	word choices on meaning and tone, including analogies or allusions to other texts. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., verbal irony, puns) in context.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Informational Texts		
55% of text-related assessment evidence will come from reading informational texts, and may include biographies, science, social studies, and technical texts/topics. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 6 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2) RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 7 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2) RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 8 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2) RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RH-1 Cite specific textual evidence to support analysis of primary and secondary sources. RST-1 Cite specific textual evidence to support analysis of science and technical texts. RH-3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.	Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Informational Texts		
Gr. 6 Standards: RI-1, RI-2, RH-2, RST-2 (DOK 2, DOK 3) RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Gr. 7 Standards: RI-1, RI-2, RH-2, RST-2 (DOK 2, DOK 3) RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Gr. 8 Standards: RI-1, RI-2, RH-2, RST-2 (DOK 2, DOK 3) RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI-2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RST-2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Informational Texts		
Target 10. WORD MEANINGS: 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., 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. Gr. 6 Standards: RI-1, RI-4 , RH-4, RST-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2) RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical	Target 10. WORD MEANINGS: 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. Gr. 7 Standards: RI-1, RI-4, RH-4, RST-4 , L-4, L-4a, L-4b, L-4c, ~~L-4d, L-5b~~, L-5c, L-6 (DOK 1, DOK 2) RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of	Target 10. WORD MEANINGS: 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., connotation, denotation), 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. Gr. 8 Standards: RI-1, RI-4, RH-4, RST-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, ~~DOK 2~~) RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. RH-4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RST-4 Determine the meaning of

Grades 6 – 8 Summative Assessment Targets, Claim #1		
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Grade 6	Grade 7	Grade 8
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context relevant to grades 6–8 texts and topics. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). L-4 c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L-5c Distinguish among the connotations (associations) of words with similar denotations	symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words to better understand each of the words.

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(definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Target 11. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; 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. Gr. 6 Standards: RI-3, RI-6, RH-6 *, RST-6, RI-7 *, RI-8, RH-8, RST-8, RI-9 * (DOK 3, DOK 4) RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Target 11. REASONING & EVIDENCE: 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. Gr. 7 Standards: RI-3, RI-6, RI-7*, RI-8, RH-8, RST-8, RI-9 * (DOK 3, DOK 4) RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Target 11. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation. Gr. 8 Standards: RI-3, RI-6, RH-6, RST-6, RI-7 *, RI-8, RH-8, RST-8, RI-9 * (DOK 3, DOK 4) RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

* More than one text may be needed to assess this standard.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
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RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 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. RI-7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	RI-3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI-6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RI-7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI-8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text. RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI-6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RH-6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). 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. RI-7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. RI-8 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. RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
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	RI-9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI-9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
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Informational Texts		
Target 12 : ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose. Gr. 6 Standards: RI-1, RI-3, RI-6 (DOK 3, DOK 4) RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes. RI-6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Target 12 : ANALYSIS WITHIN OR ACROSS TEXTS: 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. Gr. 7 Standards: RI-1, RI-3, RI-6 (DOK 3, DOK 4) RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). RI-6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Target 12 : ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare connections within or across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author's point of view or purpose. Gr. 8 Standards: RI-1, RI-3, RI-6 (DOK 3, DOK 4) RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). RI-6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation. Gr. 6 Standards: RI-1, RI-5, RH-5, RST-5 *, RI-7 *† (DOK 2, DOK 3)	Target 13. TEXT STRUCTURES OR TEXT FEATURES: 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. Gr. 7 Standards: RI-1, RI-5, RH-5, RST-5, RI-7 *† (DOK 2, DOK 3)	Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation. Gr. 8 Standards: RI-1, RI-5, RH-5, RST-5 , RI-7 *† (DOK 2, DOK 3)

* More than one text may be needed to assess this standard.

† Current technical limitations prevent this standard from being fully implemented on the summative assessment.

Grades 6 – 8 Summative Assessment Targets, Claim #1		
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Informational Texts		
RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RI-7 *† Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RI-7 *† Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)	RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI-5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally). RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RI-7 *† Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Target 14. LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. Gr. 6 Standards: RI-1, L-5, L-5a (DOK 3)	Target 14. LANGUAGE USE: 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. Gr. 7 Standards: RI-1, L-5 , L-5a (DOK 3)	Target 14. LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning. Gr. 8 Standards: RI-1, L-5, L-5a (DOK 3)

* More than one text may be needed to assess this standard.

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Grade 6	Grade 7	Grade 8
Informational Texts		
RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., personification) in context.	RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., verbal irony, puns) in context.

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Literary Texts
30% of text-related assessment evidence will come from reading literary texts and may include stories, poems, drama (comedies, tragedies), literary nonfiction, or eighteenth-, nineteenth-, and early-twentieth-century works of American literature. For more information on text type, refer to the Stimulus Specification document.
Underlined content from the Common Core State Standards shows what each assessment target could assess.
Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 11 – 12 Standards: RL-1 (DOK 2) RL-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.
Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. Gr. 11 – 12 Standards: RL-1 , RL-2 (DOK 2, DOK 3) RL-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. 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 objective summary of the text.
Target 3. WORD MEANINGS: 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. denotation), word patterns, etymology, 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. Gr. 11 – 12 Standards: RL-1 , RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-6 (DOK 1, DOK 2) RL-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. RL-4 Determine the meaning of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning including figurative and connotative meanings; and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Literary Texts
L-4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Analyze nuances in the meaning of words with similar denotations. 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.
Target 4. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation. Gr. 11 – 12 Standards: RL-1 , RL-3, RL-6, RL-9 * (DOK 3, DOK 4) RL-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. RL-3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL-9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.

* More than one text may be needed to assess this standard.

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Literary Texts
Gr. 11 – 12 Standards: RL-1 , RL-3 , RL-6 (DOK 3, DOK 4) RL-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. RL-3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation. Gr. 11 – 12 Standards: RL-1 , RL-5 (DOK 3, DOK 4) RL-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. RL-5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Target 7. LANGUAGE USE: Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone. Gr. 11 – 12 Standards: RL-1 , RL-4 , L-5a (Gr. 9 – 10), L-5a (Gr. 11 – 12) (DOK 3) RL-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. RL-4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) L-5a (Gr. 9 – 10) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L-5a (Gr. 11 – 12) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Informational Texts
70% of text-related assessment evidence will come from reading informational texts and may include digital news sources, historical US documents (e.g., US Supreme Court opinions/dissents, public advocacy documents), and science and technical texts. For more information on text type, refer to the Stimulus Specification document.
Underlined content from the Common Core State Standards shows what each assessment target could assess.
Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 11 – 12 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2) 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. 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. 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. 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.
Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text. Gr. 11 – 12 Standards: RI-1, RI-2, RH-2, RST-2 (DOK 2, DOK 3) 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. 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. 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. 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.
Target 10. WORD MEANINGS: 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., connotation, denotation), word patterns, etymology, 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. Gr. 11 – 12 Standards: RI-1, RI-4, RH-4, RST-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-6 (DOK 1, DOK 2)

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Informational Texts
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. 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 (e.g., how Madison defines faction in Federalist No. 10). RH-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 (e.g., how Madison defines *faction* in Federalist No. 10). RST-4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. L-4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L-4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), 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. L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Analyze nuances in the meaning of words with similar denotations. 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.
Target 11. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of individuals, ideas or events; author's point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation. Gr. 11 – 12 Standards: RI-1, RI-3, RI-6, RH-6, RST-6, RI-7 *, RI-8, RH-8, RST-8, RI-9 (DOK 3, DOK 4)

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Informational Texts
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. 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. 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. RH-6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 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. 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. RI-8 Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses). RH-8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 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. RI-9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US 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.
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals author's point of view or purpose. Gr. 11 – 12 Standards: RI-1, RI-3, RI-6 (DOK 3, DOK4) 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.

* More than one text may be needed to assess this standard.

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Informational Texts
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. 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.
Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation. Gr. 11 – 12 Standards: RI-1, RI-5, RH-5, RST-5, RI-7 *†, RH-7 *, RST-7 *† (DOK 3, DOK 4) 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. 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. 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. RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 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. 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. 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.
Target 14. LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning. Gr. 11 – 12 Standards: RI-1, L-5a (Gr. 9 – 10), L-5a (Gr. 11 – 12) (DOK 3) 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.

* More than one text may be needed to assess this standard.

† Current technical limitations prevent this standard from being fully implemented on the summative assessment.

Grade 11 Summative Assessment Targets, Claim # 1
ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Grade 11
Informational Texts
L-5a (Gr. 9 – 10) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L-5a (Gr. 11 – 12) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
	35% of the assessment evidence will come from composing, revising, and/or editing narrative writing. 35% of the assessment evidence will come from composing, revising, and/or editing informational writing based on evidence from given sources. 30% of the assessment evidence will come from composing, revising, and/or editing opinion writing based on evidence from given sources.	
	Each year, students will be assessed using <u>at least</u> one extended performance task assessing one of the assessment targets: # 2, # 4, or # 7. Other assessment targets may be assessed using a mix of CAT writing items or items as described and reported under Claim # 4 (Research).	
Target 1 a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d (DOK 3)	Target 1 a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3)	Target 1 a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3)

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Target 1 b REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d (DOK 2) W-3 a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	Target 1 b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2) W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Target 1 b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, L -3a (DOK 2) W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d; W-4, W-5, W-8 (DOK 4) W-3 a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Target 2. COMPOSE FULL TEXTS: 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). Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9 (DOK 4) W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9 (DOK 4) W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 3 a. WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d, W-8 (DOK 3)	Target 3 a. WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-8, and/or W-9 (DOK 3)	Target 3 a. WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-8, and/or W-9 (DOK 3)

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Target 3 b. REVISE BRIEF TEXTS: Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d (DOK 2) W-2 a. Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Target 3 b. REVISE BRIEF TEXTS: Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, L3a (DOK 2) W-2 a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Target 3 b. REVISE BRIEF TEXTS: Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, L-3a (DOK 2) W-2 a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
	W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 4. COMPOSE FULL TEXTS: 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 an appropriate conclusion. Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d, W-4, W-5, W-8 (DOK 4) W-2 a. Introduce a topic clearly and group related information include illustrations, when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	Target 4. COMPOSE FULL TEXTS: 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. Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4) W-2 a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Target 4. COMPOSE FULL TEXTS: 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. Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4) W-2 a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (illustrations) in informational texts to enhance meaning. Gr. 3 Standards: W-2a (DOK 2)	Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. Gr. 4 Standards: W-2a (DOK 2)	Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. Gr. 5 Standards: W-2a, W-2b (DOK 2)

Grade 3 -5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
W-2 a. Introduce a topic clearly and group related information include illustrations, when useful to aiding comprehension.	W-2 a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W-2 a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Target 6 a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d, W-8 (DOK 3) Target 6 b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d, (DOK 2) W-1 a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since,*	Target 6 a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. Gr. 4 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9 (DOK 3) Target 6 b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented. Gr. 4 Standards: W-1a, W-1b, W-1c, W-1d, (DOK 2) W-1 a. Introduce a topic or text clearly,	Target 6 a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9 (DOK 3) Target 6 b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented. Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, L-3a (DOK 2) W-1 a. Introduce a topic or text clearly, state an opinion, and create an

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Grade 3	Grade 4	Grade 5
for example) to connect opinion and reasons. d. Provide a concluding statement or section. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 7. COMPOSE FULL TEXTS: 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 reasons from sources and an appropriate conclusion.	Target 7. COMPOSE FULL TEXTS: 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.	Target 7. COMPOSE FULL TEXTS: 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.

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Grade 3	Grade 4	Grade 5
Gr. 3 Standards: W-1a, W-1b, W-1c, W1 -d, W-4, W-5, W-8 (DOK 4) W-1 a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section. W-4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Gr. 4 Standards: W-1a, W-1b, W-1c, W1 -d, W-4, W-5, W-8 , W-9 (DOK 4) W-1 a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented. W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Gr. 5 Standards: W-1a, W-1b, W-1c, W1 -d, W-4, W-5, W-8 , W-9 (DOK 4) W-1 a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words and clauses (e.g., *consequently, specifically)* d. Provide a concluding statement or section related to the opinion presented. W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Target 8. LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Gr. 3 Standards: L-3a, L-6 (DOK 1, DOK 2) L-3a Choose words and phrases for effect. L-6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Gr. 4 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely. L-3a Choose words and phrases to convey ideas precisely. L-6 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 (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Gr. 5 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts. Gr. 3 Standards: L-1, L-2, (DOK 1, DOK 2)	Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts. Gr. 4 Standards: L-1, L-2, L-3b (DOK 1, DOK 2)	Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts. Gr. 5 Standards: L-1, L-2 (DOK 1, DOK 2) L-1 Demonstrate command of the

Grade 3 -5 Summative Assessment Targets, Claim #2		
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L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L-3b Choose punctuation for effect.	conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to produce texts. Gr. 3 Standards: W-6 (DOK 1) W-6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 4 Standards: W-6 (DOK 1) W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 5 Standards: W-6 (DOK 1) W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

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30% of the assessment evidence will come from composing, revising, and/or editing narrative writing.	35 % of the assessment evidence will come from composing, revising, and/or editing explanatory writing based on evidence from given sources.	35% of the assessment evidence will come from composing, revising, and/or editing argumentative writing based on evidence from given sources.
Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).		
Target 1 a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3) Target 1 b. REVISE BRIEF TEXTS: 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). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e L-3a, L-3b (DOK 2)	Target 1 a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3) Target 1 b. REVISE BRIEF TEXTS: 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). Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2) W-3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator	Target 1 a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3) Target 1 b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) 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). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2)

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Grade 6	Grade 7	Grade 8
W-3 a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.	and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	W-3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4)	Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4)	Target 2. COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9 (DOK 4)

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Grade 6	Grade 7	Grade 8
W-3 a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital	W-3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital sources, using search terms	W-3 a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

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Grade 6	Grade 7	Grade 8
sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	new approach. W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 3 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing 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 follows from the information or explanation presented. Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f, W-8, W-9 (DOK 3) Target 3 b. REVISE BRIEF TEXTS: 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	Target 3 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing 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 follows from and supports the information or explanation presented. Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f, W-8, W-9 (DOK 3) Target 3 b. REVISE BRIEF TEXTS: 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	Target 3 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing 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 follows from and supports the information or explanation presented. Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f, W-8, W-9 (DOK 3) Target 3 b. REVISE BRIEF TEXTS: 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,

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evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f , L-3a, L-3b (DOK 2) W-2 a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	purpose and audience and related to the information or explanation presented. Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f (DOK 2) W-2 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	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. Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f (DOK 2) W-2 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone.	W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 4. COMPOSE FULLTEXTS: 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. Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4) W-2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Target 4. COMPOSE FULLTEXTS: 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. Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4) W-2 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Target 4. COMPOSE FULL TEXTS: 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. Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4) W-2 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-9 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-10 Draw evidence from literary or informational texts to support analysis, reflection, and research.	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 6 -8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
	W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 6 Standards: W-2a (DOK 2) W-2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 7 Standards: W-2a (DOK 2) W-2 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 8 Standards: W-2a (DOK 2) W-2 a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Target 6 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing 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 the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e, W-8, W-9 (DOK 3)	Target 6 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing 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. Gr. 7 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-8, W-9 (DOK 3)	Target 6 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing 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. Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and/or W- 8, W-9 (DOK 3)

Grade 6 -8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
Target 6 b. REVISE BRIEF TEXTS: 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 the argument(s) presented. Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e L-3a, L-3b (DOK 2) W-1 a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	Target 6 b. REVISE BRIEF TEXTS: 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. Gr. 7 Standards: W-1a, W-1b, W-1c, W-1 d, and/or W-1e (DOK 2) W-1 a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	Target 6 b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e (DOK 2) W-1 a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Grade 6 -8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-3b Maintain consistency in style and tone. Target 7. COMPOSE FULL TEXTS: Write full arguments about topics using a 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. Gr. 6 Standards: W-1a, W-1b,W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4) W-1 a. Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target 7. COMPOSE FULL TEXTS: 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. Gr. 7 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4) W-1 a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target 7. COMPOSE FULL TEXTS: 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 and supports the argument(s) presented. Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4) W-1 a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

* More than one text may be needed to assess this standard.

Grade 6 -8 Summative Assessment Targets, Claim #2		
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Grade 6	Grade 7	Grade 8
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 6 -8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
Target 8. LANGUAGE & 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. Gr. 6 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. L-3a Vary sentence patterns for meaning, reader/listener interest, and style L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Target 8. LANGUAGE & 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. Gr. 7 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. L-3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Target 8. LANGUAGE & 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. Gr. 8 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 -8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim # 2 Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. Gr. 6 Standards: L-1, L-2 (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. Gr. 7 Standards: L-1, L-2 (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. Gr. 8 Standards: L-1, L-2, L-3a (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L3-a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g. emphasizing the actor or the action; expressing uncertainty or describing a state contrary to the fact.
Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 6 Standards: W-6 (DOK 1) W-6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.	Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 7 Standards: W-6 (DOK 1) W-6 Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.	Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 8 Standards: W-6 (DOK 1) W-6 Use technology, including the Internet, to produce and publish writing and to present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

Grade 11 Summative Assessment Targets, Claim # 2		
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Grade 11		
20% of the assessment evidence will come from composing, revising, and/or editing narrative writing.	40% of the assessment evidence will come from composing, revising, and/or editing explanatory writing based on given sources.	40% of the assessment evidence will come from composing, revising, and/or editing argumentative writing based on given sources.
Each year, students will be assessed using at least one extended performance task (one of the assessment targets: (#4 or #7). Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).		
Target 1 a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action). Gr. 11 – 12 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3) Target 1 b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action). Gr. 11 – 12 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2) W-3 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 (e.g., a sense of mystery, suspense, growth, or resolution). 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.		
Target 2. COMPOSE FULL TEXTS: The CCSS places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the Smarter Balanced Summative Assessment; however, the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.		

Grade 11 Summative Assessment Targets, Claim # 2
ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.
Grade 11
Target 3 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implication or the significance of a topic). Gr. 11 – 12 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, and/or W-8, W-9 (DOK 3) Target 3 b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of explanatory texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic). Gr. 11 – 12 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f (DOK 2) W-2 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 (e.g., headings), graphics (e.g., figures, tables), 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 (e.g., articulating implications or the significance of the topic). 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 11 Summative Assessment Targets, Claim # 2
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Grade 11
Target 4. COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, 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 (e.g., articulate implications or the significance of a topic). Gr. 11 – 12 Standards: W-2a, W-2b, W-2c, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4) W-2 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 (e.g., headings), graphics (e.g., figures, tables), 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. 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 (e.g., articulating implications or the significance of the topic). W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 5. [Not assessed in CAT summative assessment] USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style. Gr. 11 – 12 Standards: W-2a (DOK 2) W-2a 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Grade 11 Summative Assessment Targets, Claim # 2
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Grade 11
Target 6 a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1 d, W-1e, and/or W- 8, W-9 (DOK 3) Target 6 b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, (DOK 2) W-1 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. 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Target 7. COMPOSE FULL TEXTS: Write full arguments about topics using a 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. Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4)

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Grade 11
W-1 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. W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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. W- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts. Gr. 11 – 12 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2) W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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.

Grade 11 Summative Assessment Targets, Claim # 2
ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.
Grade 11
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. Gr. 11 – 12 Standards: L-1, L-2 (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 11 – 12 Standards: W-6 (DOK 1, DOK 2) W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Grade 3 -5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Speaking		
Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 3 Standards: L-1, L-3a, L-3b, L-6, SL-6 (DOK 1) L-1 Demonstrate command of the conventions of standard English grammar. L-3a Choose words and phrases for effect. L-3b Recognize and observe differences between the conventions of spoken and written standard English. L-6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. SL-6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 4 Standards: L-1, L-3a,L-3c, L-6, SL-6 (DOK 1) L-1 Demonstrate command of the conventions of standard English grammar. L-3a Choose words and phrases to convey ideas precisely. L-3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). L-6 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. SL-6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Target 1 [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 5 Standards: L-1, L-3a,L-6, SL-6 (DOK 1) L-1 Demonstrate command of the conventions of standard English grammar. L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. SL-6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 3 -5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 3 Standards: SL-6 (DOK 1) SL-6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 4 Standards: SL-6 (DOK 1) SL-6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 5 Standards: SL-6 (DOK 1) SL-6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Grade 3 -5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and ~~supporting detail~~s) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. Gr. 3 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8 (DOK 2, DOK 3) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL-5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. Gr. 4 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8 (DOK 2, DOK 3) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. Gr. 5 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8 (DOK 2, DOK 3) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL-2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-4 Report on a topic or text, tell a story, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grade 3 -5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
SL-6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	SL-5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL-6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. W-8 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.	SL-5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL-6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Listening		
Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally. Gr. 3 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats. SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally. Gr. 4 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats. SL-3 Identify the reasons and evidence a speaker provides to support particular points.	Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally. Gr. 5 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) SL-2 Summarize a written text read aloud or information presented in diverse media and formats. SL-3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Grade 6 -8 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
Speaking		
Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 6 Standards L-1, L-3a, L-6, SL-6 (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-3a Vary sentence patterns for meaning, reader/listener interest, and style. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 7 Standards L-1, L-3a, L-6, SL-6 (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 8 Standards L-1, L-3a, L-6, SL-6 (DOK 1, DOK 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-3a Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6 -8 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 6 Standards: SL-6 (DOK 1) SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 7 Standards: SL-6 (DOK 1) SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 8 Standards: SL-6 ~~(DOK 1)~~ SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or ~~appropriate.~~
Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. Gr. 6 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 2, DOK 3) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL-4 Present claims and findings, sequencing ideas logically and	Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. Gr. 7 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 2, DOK 3) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL-4 Present claims and findings, emphasizing salient points in a	Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. Gr. 8 Standards: SL-1, SL-4,SL-5, SL-6 (DOK 2, DOK 3) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Grade 6 -8 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL-5 Integrate multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL-5 Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL-5 Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Listening		
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally. Gr. 6 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) SL-2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. SL-3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally. Gr. 7 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) SL-2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study. SL-3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally. Gr. 8 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) SL-2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation. SL-3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 11 Summative Assessment Targets, Claim # 3
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
Grade 11
Speaking
Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking. Gr. 11 – 12 Standards: L-1, L-3a, L-6, SL-6 (DOK 1, 2) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 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. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 11 – 12 Standards: SL-6 (DOK 1) SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent. Gr. 11 – 12 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 3, DOK 4) SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed.

Grade 11 Summative Assessment Targets, Claim # 3
ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.
Grade 11
and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
Listening
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally. Gr. 11 – 12 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3) 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. 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.

Grades 3 – 5 Summative Assessment Targets, Claim # 4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 3	Grade 4	Grade 5
Target 1. [Not assessed in summative assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept. Gr. 3 Standards: SL-1 , SL-2, SL-3, SL-4; W-6, W-7 ((DOK 2, DOK 3, DOK 4—when multiple sources are used) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. SL-4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. W-6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Target 1. [Not assessed in summative assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept. Gr. 4 Standards: SL-1 , SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4—when multiple sources are used) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. SL-2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-3 Identify the reasons and evidence a speaker provides to support particular points. SL-4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. W-6 With some guidance and support from adults use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;	Target 1 [Not assessed in summative assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources. Gr. 5 Standards: SL-1 , SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4—when multiple sources are used) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. SL-2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL-3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL-4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. W-6 With some guidance and support from adults use technology, including the Internet, to produce and publish

Grades 3 – 5 Summative Assessment Targets, Claim # 4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 3	Grade 4	Grade 5
W-7 Conduct short research projects that build knowledge about a topic.	demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. W-7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. W-7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Target 2. 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. Gr. 3 Standards: RI-1, RI-7, RI-9; W-8 (PT: DOK 3) (CAT: DOK 2) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on	Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9 ; W-8, W-9 (PT: DOK 3) (CAT: DOK 2) RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose. Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9 ; W-8, W-9 (PT: DOK 3) (CAT: DOK 2) RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI-9 Integrate information from several texts on the same topic

Grades 3 – 5 Summative Assessment Targets, Claim # 4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 3	Grade 4	Grade 5
sources and sort evidence into provided categories.	RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	in order to write or speak about the subject knowledgeably. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 3 Standards: RI-7, RI-9, W-8 (PT: DOK 3, 4) (CAT: DOK 2) RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 (PT: DOK 3, 4) (CAT: DOK 2) RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 5 Standards: RI-7, W-8, W-9 (PT: DOK 3, 4) (CAT: DOK 2) RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades 3 – 5 Summative Assessment Targets, Claim # 4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 3	Grade 4	Grade 5
Target 4. USE EVIDENCE: Cite evidence to support opinions and ideas. Gr. 3 Standards: RI-1, RI-6, RI-7, RI-9; W-1b; W-8 (PT: DOK 3) (CAT: DOK 2) RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-6 Distinguish their own point of view from that of the author of a text. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. W-1b Provide reasons that support the opinion. W-8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Target 4. USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9 ; W-1b, W-8, W-9 (PT: DOK 3) (CAT: DOK 2) RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W-1b Provide reasons that are supported by facts and details. W-8 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. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Target 4. USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses. Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3) (CAT: DOK 2) RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. W-1b Provide logically ordered reasons that are supported by facts and details. W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, logically organizing ideas and supporting details. Gr. 6 Standards: SL-1, SL-2, SL-4, SL-5; W-7; Literacy-7 (DOK 3, DOK 4) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. SL-2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing concepts and supporting evidence. Gr. 7 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7 (DOK 3, DOK 4) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly. SL-2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives. Gr. 8 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7 (DOK 3, DOK 4) SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. SL-2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
SL-4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL-5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. W-7, WLiteracy 7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL-5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. W-7, WLiteracy 7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL-5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. W-7,WLiteracy 7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 6 Standards: RI-1, RI-6, RI-8 , RI-9 ; RH and RST-1 , 2 and 7 -9; W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2) RI-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point of view or purpose in a text and	Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 7 Standards: RI-1, RI-6, RI-8 , RI-9 ; RH and RST-1 , 2 and 7 -9; W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2) RI-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point	Target 2. ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). Gr. 8 Standards: RI-1, RI-6, RI-8, RI-9; RH and RST-1 , 2 and 7 -9 ; W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2) RI-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI-6 Determine an author's point

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
explain how it is conveyed in the text. RI-8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9 (as appropriate to research task or topic) RLiteracy-1 (History) Cite specific textual evidence to support analysis of primary and secondary sources. RLiteracy-1 (Sci/Tech) Cite specific textual evidence to support analysis of science and technical texts. RLiteracy-2 (History) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RLiteracy-2 (Sci/Tech) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or	of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. RI-8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims RI-9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9 (as appropriate to research task or topic) RLiteracy-1 (History) Cite specific textual evidence to support analysis of primary and secondary sources. RLiteracy-1 (Sci/Tech) Cite specific textual evidence to support analysis of science and technical texts. RLiteracy-2 (History) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RLiteracy-2 (Sci/Tech) Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. RI-8 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. RI-9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9 (as appropriate to research task or topic) RLiteracy-1 (History) Cite specific textual evidence to support analysis of primary and secondary sources. RLiteracy-1 (Science) Cite specific textual evidence to support analysis of science and technical texts. RLiteracy-2 (History) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RLiteracy-2 (Sci/Tech) Determine the central ideas or conclusions

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
maps) with other information in print and digital texts. RLiteracy-7 (Sci/Tech) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text. RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic. RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WLiteracy-8 Gather relevant information from multiple print and digital sources, using search	RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RLiteracy-7 (Sci/Tech) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text. RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic. RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RLiteracy-7 (Sci/Tech) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text. RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic. RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and

Grade 6 -8 Summative Assessment Targets, Claim #4		
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Grade 6	Grade 7	Grade 8
terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.	W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.	quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.
Target 3. EVALUATE INFORMATION/SOURCES: 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. Gr. 6 Standards: W-8; WLiteracy-8, (PT: DOK 3, 4) (CAT: DOK 2) W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Target 3. EVALUATE INFORMATION/SOURCES: 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. Gr. 7 Standards: W-8; WLiteracy-8, (PT: DOK 3, 4) (CAT: DOK 2) W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Target 3. EVALUATE INFORMATION/SOURCES: 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. Gr. 8 Standards: W-8; WLiteracy-8, (PT: DOK 3, 4) (CAT: DOK 2) W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses. Gr. 6 Standards: RI-9; RLiteracy-1 and 7 -9; W-1b, W-8, W-9; WLiteracy-8, 9 (PT: DOK 3, 4) (CAT: DOK 2) RI-9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RLiteracy-1 (History) Cite specific textual evidence to support analysis of primary and secondary sources. RLiteracy-1 (Science) Cite specific textual evidence to support analysis of science and technical texts. RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RLiteracy-7 (Sci/Tech) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text. RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses. Gr. 7 Standards: RLiteracy-1 and 7 -9; W-1b, W-8, W-9; WLiteracy-8, 9 (PT: DOK 3, 4) (CAT: DOK 2) RLiteracy-1 (History) Cite specific textual evidence to support analysis of primary and secondary sources. RLiteracy-1 (Science) Cite specific textual evidence to support analysis of science and technical texts. RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RLiteracy-7 (Sci/Tech) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text. RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic.	Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses. Gr. 8 Standards: RLiteracy-1 and 7 -9 , W-1b, W-8, W-9; WLiteracy-8 , WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2) RLiteracy-1 (History) Cite specific textual evidence to support analysis of primary and secondary sources. RLiteracy-1 (Science) Cite specific textual evidence to support analysis of science and technical texts. RLiteracy-7 (History) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RLiteracy-7 (Sci/Tech) Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RLiteracy-8 (History) Distinguish among fact, opinion, and reasoned judgment in a text. RLiteracy-8 (Sci/Tech) Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic.

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
RLiteracy-9 (History) Analyze the relationship between a primary and secondary source on the same topic. RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. W-8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.	RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research. Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 7 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2)	RLiteracy-9 (Sci/Tech) Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. W-1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W-8, WLiteracy-8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research. Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 8 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2)

Grade 6 -8 Summative Assessment Targets, Claim #4		
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Grade 6	Grade 7	Grade 8
Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 6 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2) W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message. Gr. 6 Standards: L-1, L-2 (DOK 1) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing	W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message. Gr. 7 Standards: L-1, L-2 (DOK 1) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations. Gr. 7 Standards: W-6; WLiteracy-6, W-8, WLiteracy-8 (DOK 1, DOK 2)	W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic. W-3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message. Gr. 8 Standards: L-1, L-2 (DOK 1) L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, or speaking, make revisions, or produce texts/presentations. Gr. 8 Standards: W-6; WLiteracy-6, W-8, WLiteracy-8 (DOK 1, DOK 2)

Grade 6 -8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations. Gr. 6 Standards: W-6; WLiteracy-6, W-8, WLiteracy-8 (DOK 1, DOK 2) W-6, WLiteracy-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. W-8, WLiteracy-8 (see above)	W-6, WLiteracy-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. W-8, WLiteracy-8 (see above)	W-6, WLiteracy-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. W-8, WLiteracy-8 (see above)

Grade 11 Summative Assessment Targets, Claim # 4
ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Grade 11
Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives. Gr. 11 – 12 Standards: SL-1, SL-2, SL-4, SL-5, W-6, W-7, WLiteracy-7 (DOK 3, DOK 4) SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL-2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W-7, WLiteracy-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic. Gr. 11 – 12 Standards: RI-1, RI-7, RLiteracy (History; Science/Tech)-1 -3 and 7, 8, 9; SL-2; W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2) 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. 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. RLiteracy (History; Sci/Tech) -1, 2, 3 (as appropriate to research task or topic) RLiteracy-1 (History) 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. RLiteracy-1 (Sci/Tech) 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.

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RLiteracy-2(History) 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. RLiteracy -2 (Science) 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. RLiteracy-3 (History) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. RLiteracy 3 (Science) 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. RLiteracy-7 (History) 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. RLiteracy-7 (Science) 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. RLiteracy-8 (History) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. RLiteracy-8 (Science/Tech) 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. RLiteracy-9 (History) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RLiteracy-9 (Science/Tech) 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. SL-2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. W-8, WLiteracy-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 specific 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. W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.
Target 3. EVALUATE INFORMATION/SOURCES: 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. Evaluate relevance, accuracy, and completeness of information from multiple sources. Gr. 11 – 12 Standards: W-8, WLiteracy-8 (PT: DOK 3, 4) (CAT: DOK 2)

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W-8, WLiteracy 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.
Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures. Gr. 11 – 12 Standards: RLiteracy-1 and 7, 8, 9 , W-1b, W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2) RLiteracy-1 (History) 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. RLiteracy-1 (Science) 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. RLiteracy-7 (History) 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. RLiteracy-7 (Science) 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. RLiteracy-8 (History) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. RLiteracy-8 (Science/Tech) 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. RLiteracy-9 (History) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. RLiteracy-9 (Science/Tech) 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. 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. W-8, WLiteracy-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. W-9, WLiteracy-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience. Gr. 11 – 12 Standards: W-2d, W-3d; L-6 (DOK 1, DOK 2) W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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. Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and opinion/argumentative texts). Gr. 11 – 12 Standards: L-1, L-2 (DOK 1) L-1 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations. Gr. 11 – 12 Standards: W-6; WLiteracy-6 (DOK 1, DOK 2) W-6, WLiteracy-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.