

**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**

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*Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science,
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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:

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 WA
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, Cach 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 AND BACKGROUND

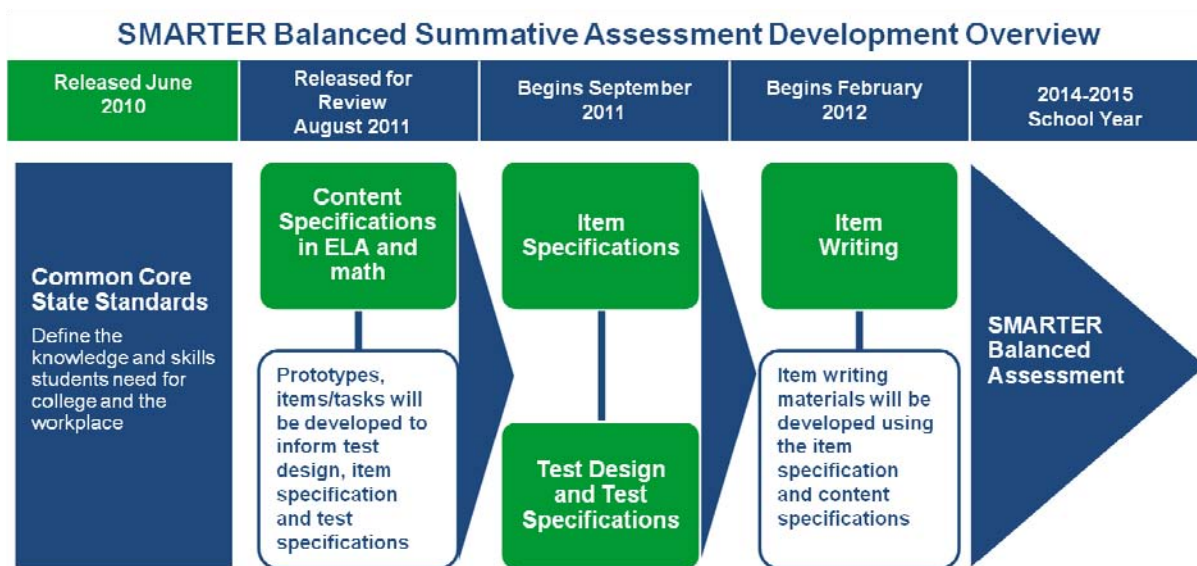
Using This Document: This third edition (version 22.0) of the SMARTER Balanced Assessment Consortium’s work on Content Specifications and Content Mapping is being provided to member states as a resource to assist with the policy decision regarding the adoption of claims about student performance on the English language arts/literacy summative assessments. Governing states will be voting in January on the adoption five 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, will serve 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 five claims comprise one overall claim associated with performance on the entire ELA/Literacy assessment and four “domain-specific” claims derived from evidence related to reading, writing, speaking and listening, and research and inquiry. The detailed description of each claim provided in this document should provide governing states with the background and rationale necessary for their policy decision

The first version of this document was released made available for public review and comment on August 9, 2001. This version represents 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 have been made in the document to take account of this feedback.

Pages 26-74 represent the core of this document, outlining the content specifications for the SMARTER summative assessments. Text preceding that core provides background information on the SMARTER Balanced approach to content specifications and explanation of about the design and layout of various tables and displays. At the end of this document are Appendices A through C, providing further elaboration of aspects of this work.

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 expert experts, and the authors of the Common Core, content specifications are intended to ensure that the assessment system accurately assesses the full range the standards.

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



The Consortium Theory of Action for Assessment Systems: As stated in the SMARTER Balanced Assessment Consortium’s (SBAC) 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.” (p. 31). To that end, SBAC’s proposed system features rigorous Common Core State content standards; common adaptive summative assessments that make use of technology-enhanced item types, and include teacher-developed performance tasks; computer adaptive interim assessments—reflecting learning progressions—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; focused ongoing support to teachers through professional development opportunities and exemplary instructional materials; and an online, tailored, reporting and tracking system that allows teachers, administrators, and students to access information about progress towards achieving college- and career-readiness as well as to identify specific strengths and weaknesses along the way. Each of these components serve to support the Consortium’s overarching goal: *to ensure that all students leave high school prepared for post-secondary success in college or a career through increased student learning and improved teaching*. 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 (Darling-Hammond & Pecheone, 2010; SBAC, 2010).

The proposed SBAC ELA & 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 include evidence of student performance** on challenging tasks that evaluate Common Core 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. They emphasize deep knowledge of core concepts and ideas within and across the disciplines, along with analysis, synthesis, problem solving, communication, and critical thinking. This kind of learning and teaching 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:
 - Developing assessments in a manner that allows teachers to see what students know and can do on multiple dimensions of learning and to strategically support their progress;
 - Using computer-based technologies to adapt assessments to student levels to more effectively measure what they know, so that teachers can target instruction more carefully and can evaluate growth over time;
 - Creating opportunities for students and teachers to get feedback on student learning throughout the school year, in forms that are actionable for improving success;
 - 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
 - Allowing close examination of student work and moderated teacher scoring as sources of ongoing professional development.
- 5) **Assessment, reporting, and accountability systems provide useful information on multiple measures that is educative 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, SBAC is committed to ensuring that the Common Core State content standards, summative assessments, teacher-developed performance tasks, and interim assessments adhere to the principles of accessibility for students with disabilities and English Language 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 in different ways. Toward this end, each of the claims for the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects developed by SBAC is briefly clarified in terms of accessibility considerations. Information on what this means for content specifications and mapping will be developed further during the test and item development phases.

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 SBAC assessment system.

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 another term that has been used to convey this approach to instruction and assessment (Johnstone, Thompson, Miller, & Thurlow, 2008; Rose, Meyer, & Hitchcock, 2005; Thompson, Thurlow, & Malouf, 2004; Thurlow, Johnstone, & Ketterline Geller, 2008; Thurlow, Johnstone, Thompson, & Case, 2008). The primary concept behind these terms is to move beyond merely providing a way for students to participate in instruction or assessments. Instead, the goals are (a) to ensure that students learn what other students learn, and (b) to determine whether the knowledge and skills of each student meet standards-based criteria.

Several approaches have been developed to meet the two major goals of accessibility and universal

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, Laitusis, Dillon, Cook, Moen, Abedi, & O’Brien, 2009, p. 2).

design. They include a focus on multiple means of representation, multiple means of expression, and multiple means of engagement for instruction. Elements of universally designed assessments and considerations for item and test review are a focus for developing accessible assessments. Increased attention has been given to 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 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, Laitusis, Dillon, Cook, Moen, Abedi, & O'Brien, 2009; Thurlow, Quenemoen, Lazarus, Moen, Johnstone, Liu, Christensen, Albus, & Altman, 2008). It does 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 language 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 (EL), ensuring appropriate assessment will require a reliable and valid measure of EL students' level of proficiency in their native language (L1) and in English (L2). 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 ELP assessment), then it will be appropriate to provide access in a computer adaptive mode to items that are consistent with their level of English proficiency but measure the same construct as other items in the pool. (See Abedi, et al 2011 for a computer adaptive system based on students' level of English language proficiency.) Finally, it will be important to provide multiple opportunities to EL students to present a comprehensive picture of their reading, writing, speaking, and listening proficiencies in English, particularly in the form of performance tasks, as these opportunities enhance performance outcomes.

As issues of accessibility are being considered, attention first should be given to ensuring that the design of the assessment itself does not create barriers that interfere with students showing what they know and can do in relation to the content standards. Several approaches to doing this were used in the development of alternate assessments based on modified achievement standards and could be brought

into regular assessments to meet the needs of all students, not just those with disabilities, once the content is more carefully defined. 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 and linguistic experts and teachers) should convene at the test development phase and determine all the construct-relevant language in the assessments. This analysis is part of the universal design process.

Accommodations then should be identified that will provide access for students who still need assistance getting around the barriers created by their disabilities or their level of English language proficiency after the assessments themselves are as accessible as possible. For example, where it is appropriate, items may be prepared at different levels of linguistic complexity so that students can have the opportunity to respond to the items that are more relevant for them based on their needs, ensuring that the focal constructs are not altered when making assessments more linguistically accessible. Both approaches (designing accessible assessments and identifying appropriate accommodations) require careful definition of the content to be assessed.

Careful definitions of the content are being created by SBAC. These definitions involve identifying the SBAC assessment claims, the rationale for them, what sufficient evidence looks like, and possible reporting categories for each claim. Further explication of these claims provides the basis for ensuring the accessibility of the content – accessibility that does not compromise the intended content for instruction and assessment – as well as accommodations that might be used without changing the content. Sample explications are provided under each of the claims.

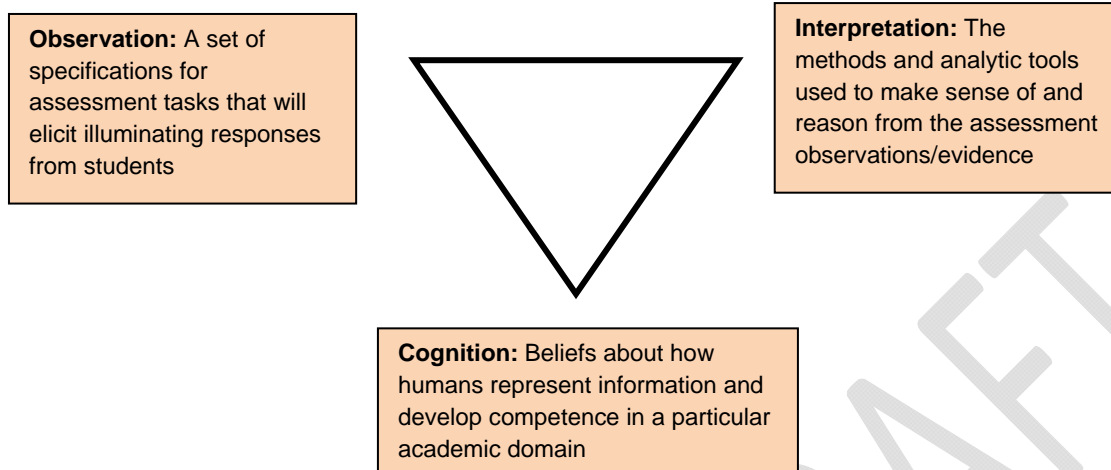
Further Readings: Each of the SBAC assessment system principles is interwoven throughout this document in describing the content mapping and content specifications. Readers may want to engage in additional background reading to better understand how the concepts below have influenced the development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

- **Principles of evidence-based design (EBD); The Assessment Triangle (see next page); Cognition and transfer; Performances of novices/experts**
(see NRC, 2001; Pellegrino, 2002)
- **Enduring understandings, transfer**
(see Wiggins & McTighe, 2001)
- **Principles of evidence-centered design (ECD) for assessment**
(see Mislevy, 1993, 1995)
- **Learning progressions/learning progressions frameworks**
(see Hess, 2008, 2010, 2011; National Assessment Governing Board, 2007; Popham, 2011; Wilson, 2009)
- **Universal Design for Learning (UDL); Increased accessibility of test items**
(see Abedi, 2010; Bechar, Russell, Camacho, Thurlow, Ketterlin Geller, Godin, McDivitt, Hess, & Cameto, 2009; Hess, McDivitt, & Fincher, 2008).
- **Cognitive rigor, Depth of Knowledge; Deep learning**
(see Alliance for Excellence in Education, 2011; Hess, Carlock, Jones, & Walkup, 2009; Webb, 1999)
- **Interim assessment; Formative Assessment**
(see Perie, Marion, & Gong, 2007; Heritage, 2010; Popham, 2011; Wiliam, 2011)
- **Constructing Questions and Tasks for Technology Platforms**
(see Scalise & Gifford, 2006)

Content Mapping and Content Specifications for Assessment Design: The Assessment Triangle, illustrated on the following page, was first presented by Pellegrino, Chudowsky, and Glaser in *Knowing What Students Know/KWSK* (NRC, 2001.) “[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 the heuristic of this ‘assessment triangle’ to illustrate the fundamental components of evidence-based design (EBD), 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).

Application of the assessment triangle not only contributes to better test design. The interconnections among Cognition, Observation, and Interpretation can be used to gain insights into student learning. For example, learning progressions can offer 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. These 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.



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

Evidence-based design: SBAC is committed to using evidence-based design in its development of assessments in the Consortium’s system. The SBAC approach is detailed in the following section, but a brief explanation is as follows. In this document, five “Claims” are declared about what students should know and be able to do in the domain of English language arts and literacy. Each claim is accompanied by a “Rationale” that provides the basis for establishing the claim as central to ELA/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. Here, a narrative description lays out the kinds of evidence that would be sufficient to support the claim, which is followed by tables describing “Assessment Targets” linked to the Common Core standards. Finally, the “interpretation” corner of the triangle is represented by a section for each claim that lists the “Proposed Reporting Categories” that the assessment would provide.

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

The Common Core State Standards as the Starting Point for Claims Development

The Common Core State Standards document (CCSS) was created to guide curriculum development, instruction, and assessment development, but not to be a summative assessment blueprint. Educators and curriculum developers will use the CCSS when considering how to organize instructional methods and materials across the grades. Many types and forms of assessment will be created over the next few years using the CCSS as a guide to areas of learning to measure. Depending on the purpose and use of the information provided by an assessment (e.g., screening, diagnosis, progress monitoring, accountability), different combinations of standards will be drawn upon to assess students' skills and understandings of concepts, and their learning process.

This document is designed for one specific task: to help inform the development of item specifications and test specifications that will guide the development of assessments by the SMARTER Balanced Assessment Consortium for the summative assessment of the CCSS English language arts and literacy standards. 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 has involved a deep analysis of the standards to maximize the opportunities for assessing the most critical aspects of the standards.

The development of these content specifications has considered priorities for what should be evaluated at each grade level and how it can best be represented 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 many organizational aspects of the Common Core standards document have been maintained in framing the overall SBAC content specifications for the summative assessment design for ELA and literacy. 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. Even though the specific organizational structure of the CCSS (e.g., strands, headings for anchor standards) has evolved to meet the demands of this task, the content of the standards themselves has not changed.

The resulting assessment claims and assessment targets represent the ways in which students may be expected to learn and demonstrate their knowledge, often by integrating skills and concepts across strands, rather than tapping only isolated skills within one strand. For example, in the CCSS, standards for composing writing are found in the writing strand, while editing skills for grammar, usage, and mechanics are included in the Language strand. Composing and editing writing are generally taught and used together in the context of writing; it makes sense to assess those skills in the context of writing items and tasks and aggregate resultant scores under a claim about the use and interpretation of language. For reasons of coherence, efficiency, and the natural (instructional) integration of skills, this document sometimes organizes the CCSS strands somewhat differently for the purpose of informing

claims and assessment targets for test design than the CCSS document did for its purposes.

A brief summary of the development connections between the Consortium’s assessment design for ELA/Literacy and the Common Core State Standards

- The development process began with an in-depth analysis of each standard in the CCSS document in every strand, at every grade level: All CCSS ELA and literacy standards in each strand at each grade level were initially considered as the starting point for the large-scale, summative assessment. Both the content and implied cognitive demand of each standard was 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. (See final WestEd report, March 2011 at http://www.k12.wa.us/SMARTER/pubdocs/SBAC_CCSS_Eligible_Content_Final_Report_030411.pdf.)
- An initial design decision was 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 CC - 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.
- A second decision was to assess writing of three specific text types identified as the focus in the CCSS: Writing assessment targets for Claim #2 address all three text types (W1, opinion/argument, W2, informational, and W3, narrative writing) and their unique features. Assessment targets for claim #2 make specific distinctions that align with CC standards for each type of writing at every grade level. 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.
- The instructional emphasis recommended in the CCSS was applied to assessment emphasis, while considering what content would be appropriate and practical to include for a summative assessment: Prioritization criteria for selecting standards (or parts of standards) to be assessed at the end of each grade level included the following:
 - (a) **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 emphasis on reading literary and informational texts across grade levels; it calls for greater emphasis on writing arguments at high school than on narrative writing; it emphasizes writing opinions/arguments in response to reading texts, and conducting short research projects.
 - (b) **Content that could be assessed in an on-demand, large-scale setting was identified and compared with high emphasis CCSS content.** An earlier document created by WestEd for SBAC identifying “eligible content” for assessment was reviewed during the prioritization process.

- (c) **Skills and concepts deemed critical for college and career readiness by the CCSS and sources outside of the CCSS were considered.** We reviewed research on the views of higher education faculty and employers about key skills and understandings within the standards to be emphasized and integrated this information in our interpretation of the CCSS.
- (d) **Last, but certainly not least, practical constraints of the proposed SBAC 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 that will need to be addressed in the overall assessment design.**
- The ELA contributors to this document also reviewed a related document written by the CCSS authors (Coleman & Pimentel, 6/3/2011). “Publisher’s criteria for the Common Core State Standards in English language arts and literacy, grades 3-12.” 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., conducting short research projects).

In addition to the considerations above, our work recognizes that there are two important kinds of progressions that undergird the Common Core State Standards, and these inform our development of assessment targets.

One set of progressions are 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, a key progression in the standards is the growing command of evidence from text). This scope and sequence is based, in part, on a growing understanding of learning progressions — 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 simple 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 we describe below across grades. 4, 8, and 11.

The Assessment Design

The proposed SBAC summative assessment design proposes to sample all CCSS strands, with the exception of Reading Foundational Skills, which we suggest should be evaluated 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. (See table below.) The assessment targets attend both to depth of content and skills and to a range of item types and breadth of content across strands.

CCSS ELA & Literacy Strands	How each CCSS strand and related standards are proposed to be addressed <i>within the SBAC assessment system</i>
Reading Standards: Foundational Skills K-5	For results to be instructionally timely and useful, these standards are best assessed locally by teachers: intensively at K-2 grades and then systematically at grade levels above grade 2. Foundational reading skills can be assessed with the many existing valid and reliable diagnostic and formative assessments, using the data to make ongoing instructional and remediation decisions.
Reading Standards for Literature K-5, 6-12	Assess both strands (RL and RI) and standards primarily under <u>Claim #1</u> and generally apply the distribution of emphasis for text types recommended in the CC. Anchor Standard 1 in reading (and each grade specific version of this standard) governs 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 and the like, they will be using Standard 1 (making inferences and supporting those inferences with evidence) in addition to one of the other reading standards 2-9. As a result, Standard 1 underlies each Assessment Target. Most or all of these items can likely be included in a computer-adaptive test (CAT). Guidelines for text selection for summative assessments need to be developed in light of Reading Standard 10. Guidelines for texts used to assess reading may be different from those used to assess writing (claim #2) and research (claim #4) where students will be asked to analyze and draw evidence from given texts.
Reading Standards for Informational Text K-5, 6-12	
Writing Standards K-5, 6-12	Assess 3 key writing types and standards (W1 - W6 & W9) under <u>Claim #2</u> and generally apply distribution of emphasis recommended in the CC. Apply writing standards W4-W9 as well to production of content-related texts and report under Claim #4 (Research). Full compositions, involving planning and revision, would best be assessed with performance tasks; while some editing and revision tasks may be accomplished in the CAT portion of the summative assessment.
Speaking and Listening Standards K-5, 6-12	Assess selected speaking and listening skills under <u>Claim #3</u> . Some speaking and listening standards may only be appropriate for local formative and interim assessment purposes.
Reading Standards for Literacy in History/Social Studies 6-12	Conducting short research projects (Research to Build and Present Knowledge: standards W7-W9) is included in the CC at all grade levels K-12. Research standards to build knowledge of topics would likely be applied in local curriculums

Reading Standards for Literacy in Science and Technical Subjects 6–12	in content areas of science, social studies, and technical subjects; and while not limited to those curricular areas, would provides the opportunity to sample domain-specific reading and writing strands and use of language in various content areas. Claim #4 , Conducting Research, was created as an integration of several CC strands and calls for the to application of research and inquiry as a way to demonstrate many important 21 st Century skills (e.g., use of technology) and to potentially produce a range of products (e.g., script for an oral presentation, oral presentation, PowerPoint, public service announcement), not simply written reports. Short research projects offer varied opportunities for demonstrating collaboration skills, as well as reading and writing skills, and would best be assessed with performance tasks.
Writing Standards for Literacy in History/ Social Studies, Science, and Technical Subjects 6–12	
Language Standards K-5, 6-12	Assess language acquisition and use as applied to varied reading, writing, speaking, and listening contexts. This should not simply be a test of memorized vocabulary lists or grammar and usage rules, but instead will draw upon word analysis skills, use of reading closely, and using a variety of resources to determine meanings in context and interpret use of figurative language and literary devices. Report understanding and applications of language use under Claims #1-3 , as appropriate to reading, writing, listening, or speaking.

Deriving Assessment Targets from the CCSS Standards

All assessment items and tasks described in SBAC assessment targets are aligned with one or more CCS standards. The CCSS document provides guidance for K-12 curriculum and instruction, as well as many different levels and purposes of assessment (individual and collective, diagnostic-formative-interim-summative). As with all standards documents, many decisions must be made to determine 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 they should be assessed during the learning process for these different purposes.

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. Here, anchor standard headings and the standards themselves encompass broad areas of knowledge and skill. This often means that the text contained in a single CCSS standard needs to be reorganized and re-distributed across more than one assessment target.

The example below, provided to illustrate this point, is a description of the three levels of specificity (from more general to most specific – a test item): anchor standard heading, CCSS standard, and assessment targets with “key words” to indicate item focus.

- Sample Anchor Standard Heading (Reading) “Key Ideas and Details”
This heading encompasses the content for three reading standards, RI-1, RI-2, RI-3.
- Sample CCSS Standard (Reading RI-3 (Grade 4) “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.”
This single standard includes:
 - At least three possible contexts: use of historical, scientific, and technical texts;
 - Several possible areas of content focus of the texts: events, procedures, ideas, or concepts; and
 - Several possible ways to phrase the test questions: requiring explanations, describing what

happened and why, and providing specific information from the text.

The different kinds of assessment items and tasks derived from this single standard would each require different cognitive demands of the reader. An item with a focus on using details from the text can be associated with standard RI-1 (DOK 1 or 2); while an item calling for summarization can be linked to RI-2 (DOK 2); and an item asking to support an interpretation of the text (e.g., what happened and why using supporting evidence) (DOK 3) can be viewed as primarily related to RI-3.

A variety of items and item types could be included to assess the same standard (e.g., RI-3) using one or more different texts.

o Sample SBAC Assessment targets addressing three potential ways to assess content of RI-3 at grade 4 with varying cognitive demand and item types

- ✓ **KEY DETAILS:** Use explicit details and implicit information from the text to support answers or basic inferences about information presented **Standards: RI-1, RI-3** (DOK 1, DOK 2) **“Key Details” items are most likely to be developed as selected response items.**
- ✓ **CENTRAL IDEAS:** Identify or summarize central ideas, key events, or procedures **Standards: RI-2** (DOK 2) **“Central Ideas” items are most likely to be developed as selected response items.**
- ✓ **REASONING & EVALUATION:** Use supporting evidence to justify or interpret how information is presented or integrated (author’s reasoning, type of account, visual/graphic information, concepts, or ideas) **Standards: RI-1, RI-3, RI-6, RI-8 and RI-9** (DOK 3) Note that several standards may be assessed using this target. Text content will determine the focus of assessment items. **“Reasoning” items are likely to be developed as short and longer constructed response items and yield more score points than selected response items.**

Part II: Content Specifications: Mapping Assessment Targets to Standards

Claims and Evidence for CCSS English Language Arts & Literacy Assessment

Defining Assessment Claims and Sufficient Evidence: The theory of action articulated by the Consortium illustrates the vision for an assessment system that will lead to inferences that ensure that all students are well prepared 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).

“Claims” are the broad statements of the assessment system’s learning outcomes, each of which requires evidence that articulates the types of data/observations that will support interpretations of competence towards achievement of the claims. A first purpose of this document is to identify the critical and relevant claims that will “identify the set of knowledge and skills that is important to measure for the task at hand” (NRC, 2001), which in this case are the learning outcomes for the CCSS for English language arts and literacy.

In close collaboration with content and technical experts, Consortium work groups and staff, and authors of the CCSS, this document proposes five claims for ELA/Literacy learning – an “overall claim” corresponding to performance on the entire assessment of ELA/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 (embedded in the claim) 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 & Literacy in History/Social Studies, Science, and Technical Subjects

Overall Claim (Gr 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.

Relevant and sufficient evidence needs to be collected in order to support each claim. This can be accomplished using a variety of assessment items and tasks applied in different contexts. Data collection for the SBAC ELA/literacy assessments is designed to be used 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 with a description of the sufficient relevant evidence from which to draw inferences or conclusions about learning.**

Assessment Targets: For each of the domain-specific claims, a set of summative assessment targets tables 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. These summative assessment targets (evidence) at each grade level 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 assessment targets after each domain-specific claim in this document are provided at three grade levels -- Grade 4, Grade 8, and Grade 11 -- as illustrations of the approach.

Each of the summative assessment targets tables:

- **Indicates *prioritized* content for the summative assessment.** The assessment targets link the Common Core standards for ELA/Literacy to the kinds of items and tasks to which students will be expected to respond.
- **Shows how one or more of the Common Core State Standards (or parts of standards) address the target.** Each target is mapped back to the CCSS standards. Item/task specifications will include the requirement that specific Common Core State Standards are referenced when writing items/tasks.

For example:

Sample Assessment Targets for Reading Literary Texts (Grade 4)	Foundation in the Common Core	Underlined <u>Common Core content</u> indicates what this assessment target could assess
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1	RL-1 focuses on students using evidence to support their analyses (claims, conclusions, inferences) about texts. Hence, whether students are asked to determine key details, the central ideas, point of view, or meaning of words and phrases, etc., they will be using RL-1 in addition to one of the other reading standards 2-9. As a result, Standard 1 underlies each of the following Assessment Targets.	RL-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
1. KEY DETAILS: Use	Parts of two CCSS standards	RL-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when</u>

explicit details and implicit information from the text to support answers or basic inferences Standards: RL-1, RL-3 (DOK 1, DOK 2)	that relate to locating explicit details in texts- assesses basic/initial understanding of texts (DOK 1 – locate or recall details) -- Which of these phrases best describes Sarah? (DOK 2 – make inference) Why did ____ worry when ____?	<u>drawing inferences from the text.</u> 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).
3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus) Standards: RL-4; L-4, L-5c (DOK 1, DOK 2)	Several similar CCSS standards from different strands related to understanding word meanings – use of context, word relationships, dictionary, etc.- assesses word solving skills and use of context to determine intended meanings (DOK 2 – using context and definitions to determine meaning in context) -- The word ____ has different meanings. Use the dictionary definitions below to choose the meaning of the word ____ as it is used in the sentence.	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 <u>grade 4 reading and content</u> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). c. 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).
4. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development /actions/traits; first or third person point of view; theme; author's message) Standards: RL-2, RL-3, RL-6 (DOK 3, DOK 4 ²)	CCSS standards (or parts) that relate to the ability to make inferences and analyze – assesses deeper understanding and use of text-based evidence to support analysis and reasoning (DOK 3 – support interpretation with explanation and text evidence) -- What lesson did ____ learn as a result of ____? Use details and evidence from the text to support your response.	RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize 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-6³ Compare and contrast the point of view from which different stories are narrated, including the difference between 1st- and 3rd-person narrations.

- Identifies the intended Depth of Knowledge level for assessment targets and test items/tasks. The likely depth-of-knowledge level (DOK) for each assessment target is provided. (The schema used for the DOK designations is provided in Appendix A of this document. Similar tables for reading targets and item types for the other grade levels are provided in Appendix B.)

The annotated graphic on the following page uses an excerpt from the assessment targets for Claim #1, Grade 4, reading literary texts, showing the features of the Assessment Target tables and how to read/interpret them.

² In many, but not all, cases, when students *analyze deeply* and draw information from multiple (or full) texts for supporting evidence, the DOK level becomes level 4, whereas the same task using a single text (or shorter excerpts) would be DOK level 3.

³ CCS Standards that are underlined indicate that more than one text or more than one text format is required for assessment items.

How to Read and Interpret the Summative Assessment Targets Tables

[Excerpt from Claim #1 – Gr. 4, Reading Literary Texts]

Grade and
Claim #
shown

Grade 4 SUMMATIVE ASSESSMENT TARGETS Providing Evidence Supporting Claim #1

Text of
Claim is

General
conditions,
emphasis, or
assessment
constraints
on what is
presented to
students are
shown here

ELA/Literacy Claim #1

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

50% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays, myths, or legends

To the degree possible, all literary passages will include at least one item assessing each of the assessment targets (#1-#4) below:

SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)

Standards: RL-1

(RL-1 is a component of each of the seven targets listed below.)

RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences

Standards: RL-1, RL-3

(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-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).

2. CENTRAL IDEAS: Identify or summarize central ideas/ key events

Standards: RL-2 (DOK 1, DOK 2)

RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)

Standards: RL-4; L-4, L-5c

(DOK 1, DOK 2)

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.

a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

c. 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).

supporting evidence inferences (character traits; first or third person point of view; theme; author's message)

Standards: RL-2, RL-3, RL-6 (DOK 3, DOK 4⁴)

RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize 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-6⁵ Compare and contrast the point of view from which different stories are narrated, including the difference between

Underlined
standards
require the
use of more
than one text

Depth of knowledge
level(s) intended for
each target are

Targets are
mapped to
standards or
objectives from
CCSS

Proposed Reporting Categories: For each claim a set of "Potential Reporting Categories" follows the

⁴ In many cases, but NOT ALL, when students *analyze deeply* and draw information from multiple (full) texts for supporting evidence, the DOK level becomes level 4, whereas the same task using a single text (or shorter excerpts) would be DOK level 3.

⁵ CC Standards that are underlined indicate that more than one text or more than one text format is required for assessment items.

tables of assessment targets. These are the scores and sub-scores that the summative assessment may produce based on actual student performance. The reporting categories are described as “potentia” at this point because the extent to which detailed sub-scores will or will not be available depends on the length of the tests – an assessment feature yet to be determined through the test specification process.

The summative assessment for English language arts/literacy is expected to produce an overall “ELA/Literacy” score (a composite score across all five claims) to meet accountability reporting requirements for ELA/Literacy. The additional proposed sub-scores are shown in the table below.

It is likely that at least some responses to both brief and extended performance tasks will be scored with rubrics that include multiple sets of evaluative criteria, with resulting scores contributing to different score reporting categories. The precedent for doing so comes from other past or ongoing assessment programs (e.g., the scoring of brief constructed responses to reading, science, mathematics, and social studies items separately for content and language use on the Maryland School Performance Assessment Program; see Goldberg and Roswell, 2001).

Other Assessment Notes: For each claim, after the Potential Reporting Categories, we provide a brief section that discusses assessment issues and/or opportunities pertinent to the particular claim. 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 constraints on item selection are identified.

Summary of Overall Test Design and Reporting Categories for ELA and Literacy CCSS

Major Claim	Area of Focus & CCSS Standards Assessed	Item Types/Formats			Potential Score Reporting Categories (*)
		Variety of Selected Response CAT Items	Short and Longer Constructed Response	Extended Response/ Performance Tasks	
1	Read Analytically Read Literature: 1-7, 9, & 10 Read Informational Texts: 1-10 Read/ Literacy: 1-7, 9 & 10 (gr 6-11) Language Use: 3, 4, 5	Yes	Yes CAT items	Reading required for performance tasks primarily assessed as Writing - 9: draw evidence from texts	Total Reading <ul style="list-style-type: none"> <i>Literary Text sub-score</i> <i>Informational Text sub-score</i>
2	Write Effectively Narrative Writing: 1 Informational Writing: 2 Writing- Opinion or Argument: 3 Writing /Literacy: 1-2 (gr 6-11) Writing – Plan/organize: 4 Writing – Edit: 4 Language –Edit: 1, 2 Writing-8 (gather evidence) and 9 (draw evidence) (gr 4-11) Language Use: 3, 4, 5	Yes (editing and revision tasks)	Yes (revision tasks and shorter writing tasks) CAT items or Performance Tasks	Yes	Total Writing <ul style="list-style-type: none"> <i>Organization and Expression of Ideas sub-score</i> <i>Use of Evidence sub-score</i> <i>Conventions sub-score</i>
3	Speak & Listen Purposefully Listening: 1d, 2, 3 Speaking: 4, 5, 6 Language Use: 1, 2, 3a, 3c, 6	Yes (Listening) Assessed On-line	Yes (Listening & Speaking) CAT or Performance	Yes (Speaking & Listening scored both externally & locally)	<ul style="list-style-type: none"> <i>Listening</i> <i>Speaking</i> (may not be assessed each year)
4	Conduct Research Writing - research: 6, 7, 8 Writing-draw evidence: 9 (gr 4-11) Reading Informational text: 9 Reading Literacy: 1-3, 5-9 (gr 6-11) Writing Literacy: 7-9 (gr 6-11) Language Use: 3a, 6 Writing: 2d, 3d	-	-	Yes (Could include a combination of CR items as well as longer extended responses)	Total Inquiry/ Research Score
Total Composite Claim (Claims 1-4 Combined)					Total ELA/ Literacy Score

(*) On the summative assessment, potential score reporting categories in *italics* will probably not be reported for individual students, but can likely be provided for aggregated groups of students.

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

<i>Overall ELA/Literacy Claim</i>
<u>For Grades 3-8</u> Students can demonstrate progress toward college and career readiness in English language arts and literacy.
<u>For High School</u> 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 likely ways in which scores on this assessment are likely to be used by educators and policy makers. 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 may enter into credit-bearing English or Math courses in college or university), 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 draw inferences about the knowledge and skills of individual students and of groups of students based on performance on the total test, as aligned to the Common Core of State Standards.

A second rationale is no less important, but 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 determined not to be ready for credit-bearing courses must spend additional time (and finances) on their post-secondary education; personnel decisions are obviously high-stakes decisions. Principles of fairness dictate that those who use assessment results for high stakes decisions should 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.

What sufficient evidence looks like for the Overall ELA/Literacy Claim

The evidence to support student progress toward or attainment of college and career readiness will be provided by student performance on the items and tasks for the four domain claims. This claim represents a weighted 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 be need to be weighted through an analytic and judgmental process. It would be unreasonable to make the a priori assumption that the contribution to a claim about overall college/career readiness of, for example, reading is the same as the contribution of each of the remaining domains. Determining the weighting of the domain-specific claims is a decision that will need to be made based on the psychometric characteristics of the evidence from the four domain claims and on empirical data and policy direction provided by member states. This work will need to be carried out during the standard setting phase of the project.

Proposed Reporting Categories for the Overall ELA/Literacy Claim

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

<i>ELA/Literacy Claim #1</i>
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, 2011). The ability to read a variety of text types, including increasingly complex texts, is a key cornerstone of being college and career ready. In 2006, ACT, Inc. released a report, “Reading between the Lines” that revealed an important finding: text complexity matters. 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.

What sufficient evidence looks like for ELA/Literacy Claim #1

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. 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 made 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 may support responses with details drawn directly from the text (text-referential responses) or may do so by providing a rich, text-based synthesis that clearly reflects deep understanding of the text. Given a question such as “Based on what you read, why did Jean’s mood improve?” a student might respond by noting that Jean’s mood improved because the daffodils began to bloom and leaves began to form on the trees” (underlined words taken directly from the text); however, an entirely different but text-relevant way to respond would be “Jean’s spirits lifted because the world around her changed and became more colorful as it turned to spring.”

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. Consistent with 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. Texts chosen for assessment will represent a variety of genres and formats for literary and informational texts. General guidelines will be developed during the test development phase regarding text selection for the reading assessment items and tasks at each grade span.

Accessibility & Claim #1: This claim clarifies the importance of comprehending both literary/narrative and informational/expository texts. It does not 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 (Reitz, 2011) demonstrate high levels of success working with both literary and informational texts. Because of the importance of building skills in decoding and fluency in early schooling, the explication of the content may be different in early school grades compared to later school grades. Thus, providing assistive technologies such as speech to text may not be considered appropriate up through an intermediate-level grade, say, 4 or 5. After that, the use of speech to text (or a human reader) is considered an appropriate avenue of access to allow students to demonstrate that they are able to “read closely and critically to comprehend a range of increasingly complex literary and informational texts.” This approach is consistent with the CCSS document, which states that “for students with disabilities reading should allow for the use of Braille, screen reader technology, or assistive devices...” (p. 6).

With respect to English learners and other test takers, it will be important to ensure that test items are measuring students’ mastery of the intended knowledge and skills, uncontaminated by irrelevant factors, such as language complexity unrelated to the focal construct being measured or language idioms or cultural referents that may be obscure to new immigrants. Further, based on English language proficiency, it will be important to provide access for ELL students to items / tasks that are linguistically accessible in all content areas, including English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, without altering the focal constructs.

About the “Summative Assessment Targets” that follow...

The following pages identify summative assessment targets that describe the evidence that will be used to support Claim #1. Summative assessment targets do not replace the Common Core 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 assessment targets will have some test items, as determined by the test blueprints.

The targets that are provided are for grades 4, 8, and 11, serving as elementary, middle, and high school examples of the targets that the Consortium will develop for grades 3-11. The summative assessment targets at each grade level represent the prioritized content for assessment. Each assessment target is accompanied by the related standard(s) in the CCSS from which it is drawn, and by the intended cognitive rigor/depth-of-knowledge (DOK) required by the assessment target.

Anchor Standard 1 in reading (and each grade specific version of this standard) underlies 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 and the like, they will be using Standard 1 (making inferences and supporting those inferences with evidence) in addition to one of the other reading standards 2-9.

(Anchor Standard 10 (Range of Reading and Level of Text Complexity) underlies passage selection, rather than being captured under one or more specific Assessment Targets.

REVIEW DRAFT

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim #1- *Literary Texts*

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

50% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays, myths, or legends

To the degree possible, all literary passages will include at least one item assessing each of the assessment targets (#1-#4) below.

<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.)</p>	<p>RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences Standards: RL-1, RL-3 (DOK 1, DOK 2)</p>	<p>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).</p>
<p>2. CENTRAL IDEAS: Identify or summarize central ideas/ key events Standards: RL-2 (DOK 2)</p>	<p>RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
<p>3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus) Standards: RL-4; L-4, L-5c (DOK 1, DOK 2)</p>	<p>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 <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. 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).</p>
<p>4. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development /actions/traits; first or third person point of view; theme; author's message) Standards: RL-2, RL-3, RL-6 (DOK 3, DOK 4⁶)</p>	<p>RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize 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-6⁷ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
<p style="text-align: center;">Use the specific text (or two texts) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s).</p>	
<p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first-third person point of view, visual/oral formats, topics, themes, patterns of events) Standards: RL-6, RL-7, RL-9 (DOK 3, DOK 4)</p>	<p>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-7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 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.</p>
<p>6. TEXT STRUCTURES & FEATURES: Relate knowledge of structural elements of texts or text features to obtain, interpret,</p>	<p>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</p>

⁶ In many, but not all cases, when students *analyze deeply* and draw information from multiple (full) texts for supporting evidence, the DOK level becomes level 4, whereas the same task using a single text (or shorter excerpts) would be DOK level 3.

⁷ CC Standards that are underlined indicate that more than one text or more than one text format is required for assessment items.

explain, or connect information within texts Standards: RI-5 (DOK 2, DOK 3)	about a text.
7. LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone Standards: L5, L-5a, L-5b (DOK 2, DOK 3)	L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</u> L-5a <u>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u> L-5b <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u>

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim #1- *Informational Texts*

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

50% of text-related assessment evidence will come from reading informational texts, and may include science, social studies, and technical texts/topics

To the degree possible, all informational passages will include at least one item assessing each of the 4 assessment targets (#8-#11) below.

SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RI-1 (RI-1 is a component of each of the seven targets listed below.)	RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented Standards: RI-1, RI-3 (DOK 1, DOK 2)	RI-1 <u>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u> RI-3 <u>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.</u>
9. CENTRAL IDEAS: Identify or summarize central ideas, key events, or procedures Standards: RI-2 (DOK 2)	RI-2 <u>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u>
10. WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) Standards: RI-4; L-4, L-5c, L-6 (DOK 1, DOK 2)	RI-4 <u>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</u> L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u> b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</u> c. <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine</u> or clarify <u>the precise meaning of key words and phrases</u>.</u> L-5c <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u> L-6 <u>Acquire and use <u>accurately grade-appropriate general academic</u> and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</u>

<p>11. REASONING & EVALUATION: Use supporting evidence to justify or interpret how information is presented or integrated (author's reasoning, type of account, visual/graphic information, concepts, ideas) Standards: <u>RI-3</u>, <u>RI-6</u>, <u>RI-8</u>, <u>RI-9</u> (DOK 3, DOK 4)</p>	<p><u>RI-3</u> 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. <u>RI-6</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. <u>RI-8</u> Explain how an author uses reasons and evidence to support particular points in a text. <u>RI-9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>Use the specific text (or two texts) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).</p>	
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare-contrast, show cause-effect, integrate information) Standards: <u>RI-7</u>, <u>RI-9</u> (DOK 2, DOK 3)</p>	<p><u>RI-7</u> 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. <u>RI-9</u> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information Standards: <u>RI-5</u>, <u>RI-7</u> (DOK 2)</p>	<p><u>RI-5</u> 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. <u>RI-7</u> 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.</p>
<p>14. LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone Standards: <u>RI-4</u>; <u>L-5</u>, <u>L-5a</u>, <u>L-5b</u> (DOK 2, DOK 3)</p>	<p><u>L-4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. <u>L-5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings <u>L-5a</u> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. <u>L-5b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

Grade 8 Summative Assessment Targets	
ELA/Literacy Claim #1- <i>Literary Texts</i>	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
45% of text-related items will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction	
To the degree possible, all literary passages will include at least one item assessing each of the assessment targets (#1- #4).	
<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: <u>RI-1</u> (RI-1 is a component of each of the seven targets listed below.)</p>	<p><u>RI-1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn Standards: <u>RI-1</u>, <u>RI-3</u> (DOK 2)</p>	<p><u>RI-1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>RI-3</u> 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.</p>
<p>2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text Standards: <u>RI-2</u> (DOK 2)</p>	<p><u>RI-2</u> 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; <u>provide an objective summary of the text.</u></p>
<p>3. WORD MEANINGS: Determine intended,</p>	<p><u>RI-4</u> Determine the meaning of words and phrases as they are used in a text, including</p>

<p>precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)</p> <p>Standards: RL-4; L-4, L-5b, L-5c, L-6 (DOK1, DOK 2)</p>	<p>figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p>c. 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.</p> <p>d. 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).</p> <p>L-5b Use the relationship between particular words to better understand each of the words.</p> <p>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>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.</p>
<p>4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue)</p> <p>Standards: RL-2, RL-3, RL-6 (DOK 3)</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>Use the specific text (or two or more texts) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s).</p>	
<p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements</p> <p>Standards: RL-3, RL-9 (DOK 3, DOK 4)</p>	<p>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.</p> <p>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.</p>
<p>6. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation</p> <p>Standards: RL-5, RL-7 (DOK 3, DOK 4)</p>	<p>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.</p> <p>RL-7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>
<p>7. LANGUAGE USE: Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</p> <p>Standards: RL-4; L-5, L-5a (DOK 3)</p>	<p>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.</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L-5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p>

Grade 8 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim #1- *Informational Texts*

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

55% of text-related items will come from reading informational texts, and may include biographies, and science, social studies, and technical texts/topics

To the degree possible, all informational passages will include at least one item assessing each of the 4 assessment targets (#8-#11) below.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RI-1, RH-1, RST-1 (RI-1 is a component of each of the seven targets listed below.)	RI-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u> 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.
8. KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts Standards: RI-1, RH-1, RST-1, RI-3, RH-3 (DOK 2)	RI-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u> 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. RI-3 <u>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u> RH-3 <u>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).</u>
9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details Standards: RI-2, RH-2, RST-2 (DOK 2)	RI-2 <u>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.</u> RH-2 <u>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.</u> RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</u>
10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) Standards: RI-4, RH-4, RST-4; L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)	RI-4 <u>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.</u> RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u> RST-4 <u>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 6–8 texts and topics.</u> L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 8 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>Use context</u> (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. b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>precede, recede, secede</i>). c. <u>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.</u> d. <u>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).</u> L-5b <u>Use the relationship between particular words to better understand each of the words.</u> L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</u> L-6 <u>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.</u>
Use the specific text (or <u>two or more texts</u>) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).	
11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning, point of view/purpose support claims, concepts, ideas; relevance of evidence or elaboration to support claims) Standards: RI-6, RH-6, RST-6, RI-8, RH-8, RST-8	RI-6 <u>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.</u> RH-6 <u>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).</u> RST-6 <u>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.</u> RI-8 <u>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.</u>

(DOK 3)	<p>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze one or more texts to determine how connections are made among topics/ information presented; or how conflicting information or presentation format reveals author interpretation of the topic</p> <p>Standards: RI-3, RH-3 (DOK 3, DOK 4)</p>	<p>RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>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).</p>
<p>13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages-disadvantages) on meaning or presentation</p> <p>Standards: RI-5, RH-5, RST-5 (DOK 3, DOK 4)</p>	<p>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.</p> <p>RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<p>14. LANGUAGE USE: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context</p> <p>Standards: RI-4; L-5, L-5a, L-5-c (DOK 3)</p>	<p>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.</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim #1- *Literary Texts*

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

30% of text-related items will come from reading literary texts, and may include stories, poems, drama (comedies, tragedies), literary nonfiction, eighteenth-, nineteenth- and early-twentieth-century works of American literature

To the degree possible, all literary passages will include at least one item assessing each of the assessment targets (#1- #4) below.

<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p>Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.)</p>	<p>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.</p>
<p>1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts</p> <p>Standards: RL-1, R-3 (DOK 2⁸)</p>	<p>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.</p> <p>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).</p>
<p>2. CENTRAL IDEAS: Summarize central ideas/key events using key relevant details</p> <p>Standards: RL-2 (DOK 2)</p>	<p>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; <u>provide an objective summary of the text</u>.</p>
<p>3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words,</p>	<p>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</p>

⁸ For assessment target #1, students identify/select appropriate supporting evidence for stated inferences or conclusions. They do not make and support their own conclusions; therefore, the DOK level is DOK 2, not DOK 3.

<p>including distinguishing connotation-denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools)</p> <p>Standards: RL-4; L-4, L-5b, L-6 (DOK 1, DOK 2)</p>	<p>choices on meaning and tone, <u>including words with multiple meanings</u> or language that is particularly fresh, engaging, or beautiful.</p> <p>L-4 Determine or clarify <u>the meaning of unknown and multiple-meaning words and phrases</u>, choosing flexibly from a range of strategies.</p> <p>a. <u>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.</u></p> <p>b. <u>Identify and correctly use patterns of word changes that indicate different meanings</u> or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>c. <u>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.</u></p> <p>d. <u>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).</u></p> <p>L-5b <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>b. <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p>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.</p>
<p>4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters; impact of point of view or discourse style (e.g., dramatic irony, humor, satire, understatement) on plot/subplot development)</p> <p>Standards: RL-2, RL-3, RL-6 (DOK 3)</p>	<p>RL-2 Determine two or more <u>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</u>; provide an objective summary of the text.</p> <p>RL-3 <u>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).</u></p> <p>RL-6 <u>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).</u></p>
<p>Use the specific text (or two or more texts) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s).</p>	
<p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text, or how different texts address topics, themes, or use of source material</p> <p>Standards: RL-3, RL-7, RL-9 (DOK 3, 4)</p>	<p>RL-3 <u>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).</u></p> <p>RL-7 <u>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</u></p> <p>RL-9 <u>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.</u></p>
<p>6. TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation</p> <p>Standards: RL-5, RL-7 (DOK 3, DOK 4)</p>	<p>RL-5 <u>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.</u></p> <p>RL-7 <u>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</u> (Include at least one play by Shakespeare and one play by an American dramatist.)</p>
<p>7. LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone</p> <p>Standards: RL-4; L-5a (gr 9-10), L-5a (gr 11-12) (DOK 3)</p>	<p>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, <u>including words with multiple meanings</u> or language that is particularly fresh, engaging, or beautiful.</p> <p>L-5a (gr 9-10) <u>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u></p> <p>L-5a (gr 11-12) <u>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u></p>

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim #1- *Informational Texts*

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

<p>70% of text-related items will come from reading informational texts, and may include digital news sources, historical U.S. documents (e.g., U.S. Supreme Court opinions/dissents, public advocacy documents), and science and technical texts</p> <p>To the degree possible, all informational passages will include at least one item assessing each of the 4 assessment targets (#8-#11) below.</p>	
<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p>Standards: RI-1, RH-1, RST-1 (RI-1 is a component of each of the seven targets listed below.)</p>	<p>RI-1 <u>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.</u></p> <p>RH-1 <u>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.</u></p> <p>RST-1 <u>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.</u></p>
<p>8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts</p> <p>Standards: RI-1, RH-1, RST-1, RI-3, RH-3 (DOK 2)</p>	<p>RI-1 <u>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.</u></p> <p>RH-1 <u>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.</u></p> <p>RST-1 <u>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.</u></p> <p>RI-3 <u>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.</u></p> <p>RH-3 <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u></p>
<p>9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details</p> <p>Standards: RI-2, RH-2, RST-2 (DOK 2)</p>	<p>RI-2 <u>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.</u></p> <p>RH-2 <u>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.</u></p> <p>RST-2 <u>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.</u></p>
<p>10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation-denotation, and words with multiple meanings (academic/tier 2 words), based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools)</p> <p>Standards: RI-4, RH-4, RST-4; L-4, L-5b, L-6 (DOK 1, DOK 2)</p>	<p>RI-4 and RH-4 <u>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 <i>faction</i> in <i>Federalist</i> No. 10).</u></p> <p>RST-4 <u>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.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>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.</u> b. <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</u> c. <u>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.</u> d. <u>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).</u></p> <p>L-5b <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p>L-6 <u>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.</u></p>
<p>11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to or justify analyses of author's presentation of information (author's line of reasoning, point of view/purpose; relevance of evidence or elaboration to support claims; development or connections among complex concepts ideas)</p> <p>Standards: RI-6, RH-6, RST-6, RI-8, RH-8, RST-8</p>	<p>RI-6 <u>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.</u></p> <p>RH-6 <u>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</u></p> <p>RST-6 <u>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.</u></p> <p>RI-8 <u>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in</u></p>

(DOK 3)	<p>works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RH-8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RST-8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>
<p>Use the specific text (or two or more texts) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).</p>	
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, themes, rhetorical features</p> <p>Standards: RI-3, RI-9 (DOK 3)</p>	<p>RI-3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI-9 Analyze documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>
<p>13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation</p> <p>Standards: RI-5, RH-5, RST-5, RI-7, RH-7, RST-7 (DOK 3, DOK 4)</p>	<p>RI-5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RH-5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RI-7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RH-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RST-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
<p>14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone</p> <p>Standards: RI-4; RH-4; L-5a (gr 9-10), L-5a (gr 11-12) (DOK 3)</p>	<p>RI-4 and 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.</p> <p>L-5a (gr 9-10) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L-5a (gr 11-12) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>

General 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. The majority of these items will be text-dependent items; a small number may be stand-alone items when texts used do not provide adequate opportunities to assess skills described in specific CCS standards.
- 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. Passage content, purpose, and format drive the determination of which assessment targets among #5, #6, #7, #12, #13, and #14 can be addressed through items based on that passage, and not all passages will lend themselves to items for all of these targets.

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 shown above.

In addition, there may be a sufficient number of items/tasks pertaining separately to Literary texts or to Informational texts to generate the sub-scores shown below, if not for individual students, then perhaps aggregated to the classroom or school level.

Comprehension and Analysis of Literary Texts: *Including summarizing central ideas and themes, locating key details, making inferences, and using textual evidence (Evidence from Assessment Targets #1 through #7)*

Comprehension and Analysis of Informational Texts: *Including summarizing and organizing information, locating key details, making inferences, and using textual evidence (Evidence from Assessment Targets #8 through #14)*

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 as often as possible provide the opportunity to cite specific evidence from the text or texts. In CAT items, a selected response item can include the requirement that students highlight or otherwise identify the evidence in the passage that supports their answer. In this way, even selected response items will offer useful information beyond the answer the student has chosen, to include the student's identification of the evidence that supports the response. In writing and other performance tasks, there will likewise be a consistent emphasis on students citing evidence from the text(s) and on providing evidence, concrete details, and examples to support their analysis.

Text Selection for reading items –All or nearly all reading items will be passage-dependent. Approximately 4-8 reading passages will be selected for use at each grade level, depending on genre, length, purpose, and what the standards call for. A series of items associated with one or more texts will be included in each testlet. Text selection for passage-dependent items must consider more than simple Lexile ranges and will include several other research-based factors. (The qualitative text complexity factors listed below are described in greater depth in Appendix C of this document, with accompanying complexity rubrics. Appendix A of the Common Core also has information related to text complexity.)

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

[http://www.nciea.org/publications/TextComplexity_KH05.pdf]

- **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, etc.)
- **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** affects sustained engagement

One example of where there is a significant discrepancy between the quantitative Lexile level and the overall complexity based on qualitative factors (Hervey, 2011) is *The Book Thief* by Markus Zusak. The Lexile level of this text is 730. According to Appendix A of the Common Core standards for ELA (p. 8), this would suggest the book is suitable for grades 2 and 3 students when using Lexile ranges aligned to College & Career Ready expectations (or using older Lexile ranges, for grades 4 and 5); yet this text is listed as an exemplar for grades 9-10 in the Standards. The overall complexity becomes evident when the qualitative measures are used, not simply the Lexiles. While some younger students may be able to read/cope with the vocabulary, they would be unlikely to be able to unlock the overall complexity of the text, which lies in the historical setting and intertwining of multiple themes running through the text.

Much of this text is figurative and symbolic with extensive use of metaphor, including the personification of death. Death is the narrator of the story, but that is not clear at the beginning. Hints are implicit in the text, but the identification of the narrator is not explicitly stated.

Other challenges for readers are the length of the text (552 pages) and the author's use of innovative stylistic techniques. The most obvious is the narrator Death's use of boldface text to relay certain information. When the qualitative measures are taken into account, this text is shown to be a very complex text and is much more suitable for skilled grade 10+ readers, rather than second to fourth graders where the Lexile level would place it.

SBAC has not yet established specific text selection guidelines for summative assessments at each grade level; however, for general instructional planning, a text selection tool, an annotated text example, and qualitative rubric descriptors for examining a range of complexity for literary and informational texts are included in Appendix C of this document. Qualitative measures such as the ones described in Appendix

C will be informed by other quantitative indices.

SBAC test development committees will review 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). At present two measures have been part of extended projects related to the Common Core State Standards and may provide guidance for text passage selection:

- The Mean Log Word Frequency measure that is part of the computation of Lexiles
- The Word Maturity Measure: This measure, developed by Landauer and associates at the University of Colorado-Boulder and Pearson Knowledge Technologies, has been part of the special study of quantitative measures of text difficulty conducted by Charles Perfetti for the Common Core State Standards Initiative.

Quantitative information provided by Coh-Metrix analyses can also be used in selecting texts for assessments. The Text Easability Assessor provides percentile scores on five characteristics of text, including *Narrativity*, *Syntactic Simplicity*, *Word Concreteness*, *Referential Cohesion*, and *Deep Cohesion*. Two of these characteristics--syntactic simplicity and word concreteness--have analogs in the Lexile. Since Coh-Metrix provides this information separately and provides additional information on the cohesiveness of texts, the easability data increase information on factors that are known to increase text difficulty.

Accessibility of test items - 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 holds promise for item development in reading and will be considered for the SBAC CAT assessments. The following is a short summary of successful strategies for enhancing items without changing the intended assessment construct. This summary is intended to provide examples of effective approaches currently in use by several states for large-scale assessment, and not intended to be limited only to these enhancements, as this is an ever-emerging research field.

Effective item enhancements for supporting struggling learners at all grade levels (Hess, McDivitt, & Fincher, 2008; Susbury, 2011):⁹

- Split grade-level reading passages into smaller, meaningful chunks (not simply by length) with related items located closer to the text.
- Reduce the total number of passages read and/or the length of the passages.
- Locate “hint boxes” near items that remind students of definitions or appropriate/useful strategies (e.g., “go back and re-read this section before you answer”). For technology-enhanced items, hint

⁹ Although identified by these authors as item enhancements for struggling readers, a number of these practices are appropriate for all students, and indeed ought to be considered part of universal design.

boxes can be optional drop-down boxes, accessed only if a student needs them. Hint boxes are only used if they do not change constructs assessed.

- Reduce language load/simplify language in the question stems and/or the response options.
- Substitute more familiar words in question stems and response options if that is not the vocabulary /construct being assessed. Additionally, innovative (electronic) items might include hover boxes over certain vocabulary/terms so that students can click to find definitions or brief explanations of terms.
- Provide consistent icons and phrasing of question stems throughout the test.
- Use bulleted lists and increased white space in place of longer dense texts.
- Color-coding to help students to organize information.
- Provide sub-questions to break up multi-step tasks.
- Place inferential and analysis questions after literal questions have been asked.
- Provide graphic organizers to help students organize information before answering more complex questions.

Other item enhancements to be explored may include (but need not be limited to):

- Reduce the number of response options (number of distractors) in SR and some technology-enhanced (TE) items.
- Provide e-highlighter option so students can mark the passage while reading.

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 results on other state assessments.

Therefore, a key aspect of the continuum of difficulty represented on the SBAC adaptive test will be based on the complexity of the texts students are able to comprehend. For example, students could be provided with short chunks of texts from least-to-more complex to build a profile of the students' expertise. Then, the assessment will adapt to the level of text complexity that students show they can handle. In addition, item scaffolding and enhancements, detailed above, can be used to support struggling learners at all grade levels.

<i>ELA/Literacy Claim #2</i>
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, and make sense of and deeply understand information in order to produce new ideas and insights. *Writing Next* (Graham & Perrin, 2007) and its successor, *Writing to Read* (Graham & Hebert, 2010) argue persuasively for increasing the amount of instructional time that students write and teaching writing strategies and processes that have students create texts and write about and reflect on what they are reading.

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), state 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 to grapple with challenging ideas and texts; responsibility to incorporate ideas of others, giving proper attribution; flexibility of approaches and styles to match purpose; and utilizing metacognitive skills to reflect on their development as writers.

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, are also central to the *Writing Framework for the 2011 National Assessment of Educational Progress* (pp. 4-5). Consistently applying rhetorical knowledge and demonstrating dispositions of writing are what we look for in proficient writers at all grade levels.

What sufficient evidence looks like for ELA/Literacy Claim #2

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. Assessment items and tasks addressing this claim include a combination of the following types of writing: narrative writing about real or imaginary experiences or events, writing informational/explanatory texts, writing opinions/arguments about a topic, and writing opinions/arguments in response to texts read (either fiction or nonfiction). Consistent with CCSS and NAEP recommendations, at grades 3-5, assessment emphasis will be distributed as follows: narrative writing (35%), informational writing (35%), and persuasive writing to support opinions based on evaluation of evidence from given sources (30%). At grades 6-8, emphasis will shift slightly to: narrative writing (30%), informational writing (35%), and persuasive writing (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 informational texts (40%) and on writing reasoned arguments (40%) in response to text(s) read. Narrative writing at high school will comprise 20% of the writing assessment tasks/items and will include applying the use of narrative strategies to literary and workplace texts (e.g., writing that requires relevant descriptive details or well-structured event sequences from particular points of view). Texts for writing in response to texts read (informational writing/arguments/critiques) will be selected using slightly different guidelines than those used for the reading items (described under Claim #1) and also represent a variety of genres, topics, and text formats.

A combination of shorter and longer writing assessment items/tasks collectively assess the ability of students to demonstrate their rhetorical skills and knowledge, including: (1) address purpose and audience (setting a context – topic, question(s) to be answered, and establishing a focus/thesis/claim; (2) organize and develop Ideas using a structure consistent with purpose (providing overall coherence using organizational patterns and transitions to connect and advance central ideas; (3) provide supporting evidence/details/elaboration consistent with focus/thesis/claim; (4) use language effectively (including word choice, sentence variety, precise/nuanced language, domain-specific language, and voice); and (5) apply conventions of Standard English.

Idea organization and development and elaboration/support for all writing types at all grade levels are designed to elicit both an understanding of topics written about in texts examined and the ability to analyze and support the ideas presented.

Accessibility & Claim #2: With respect to students with disabilities, writing is a skill that may or may not involve putting pen to paper or even fingers to computer keys. Similar to comprehending a range of increasingly complex literary and informational texts, writing in the early grades may focus more on the skills involved in putting pen to paper or creating text on a computer, possibly including the various skills associated with proper spelling and use of language conventions. Thus, in early grades, the construct of writing may include correct spelling and punctuation, and entry via handwriting or computer, whereas in later grades writing may involve the use of speech to text technologies or the use of a scribe. This approach is consistent with the CCSS document, which states that for students with

disabilities, “*writing* should include the use of a scribe, computer, or speech to text technology” (p. 6).

With respect to ELLs, students’ writing will, of course, be influenced by their level of English proficiency. In addition, students may have more difficulty writing in areas that require the use of unfamiliar vocabulary and abstract or impersonal presentation. ELLs are likely to be more successful writing on topics that are familiar to them such as their daily activities. In general, writing assessments can be made more accessible by providing accommodations such as an online spell check and glossary or dictionary, when the use of these and other features does not change the writing construct.

About the “Summative Assessment Targets” that follow...

The following pages identify summative assessment targets that describe the evidence that will be used to support Claim #2. Summative assessment targets do not replace the Common Core 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, as determined by the test blueprints and sampling plan.

The targets that are provided are for grades 4, 8, and 11, serving as elementary, middle, and high school examples of the targets that the Consortium will develop for grades 3-11. The summative assessment targets at each grade level represent the prioritized content for assessment.

Each assessment target is accompanied by the related standard(s) in the CCSS from which it is drawn, and by the intended cognitive rigor/depth-of-knowledge (DOK) required by the assessment target. (The schema for DOK used here appears in Appendix A. Level 3 and 4 DOK descriptors represent what some would call “higher order” thinking because students must know the content more deeply to successfully engage with the described assessment tasks.)

Some of the CCSS writing standards are addressed under Claim #4 (Research) rather than under Claim #2 (Writing).

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 2

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

35% of the assessment evidence will come from composing, revising, or editing narrative writing	35% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources	30% of the assessment evidence will come from composing, revising, or editing opinions on texts or topics based on evidence from given texts
Each year, students will be assessed using <u>at least one</u> extended performance task assessing (one of the assessment targets: #2, #4 (and #5), or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items as described and reported under Claim #4 (Research).		
<p>1. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, sensory or concrete details, description), chronology, or authors' craft appropriate to purpose (detailing characters, plot, setting, or an event) Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2¹⁰)</p> <p>W-3 a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u> b. <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u> c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u> d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u> e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors' craft appropriate to purpose (detailing characters, plot, and setting) Standards: W-3a through W-3e; W-4, W-5,</p>	<p>3. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to organize ideas by stating a focus, including supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9 (DOK 2)</p> <p>W-2 a. <u>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.</u> b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> c. <u>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u> d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p>4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience: organize ideas by stating a focus, include supporting evidence (from text when appropriate to prompt) and elaboration, and provide a conclusion Standards: W-2a</p>	<p>6. WRITE/REVISE BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to provide support for opinions about topics or texts: organize ideas by stating a context and focus, or develop supporting evidence /reasons and elaboration, or develop a conclusion appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, and/or W-9 (DOK 2)</p> <p>W-1 a. <u>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.</u> b. <u>Provide reasons that are supported by facts and details.</u> c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u> d. <u>Provide a concluding statement or section related to the opinion presented.</u> W-9 (see left)</p> <p>7. COMPOSE FULL TEXTS: Write full persuasive/opinion pieces about topics or texts, attending to purpose and audience: organize ideas by stating a context and focus, develop supporting evidence /reasons (from text when appropriate to prompt) and elaboration, and develop a conclusion Standards: W-1a thru W1-d, W-4, W-5, W-9</p>

¹⁰ Writing/revision pieces of 1-2 paragraphs, used to demonstrate application of basic organizational structures, narrative strategies, etc. are generally DOK 2 level items. Full planned compositions (introduction, body, supporting evidence, and conclusion), would be DOK level 3 at minimum.

<p>W-9 (DOK 3)</p> <p>W-3 (see above)</p> <p>W-4 <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p>W-5 With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p>Writing Anchor Standard – Research to Build and Present Knowledge</p> <p>W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p>	<p>through W-2e, W-4, W-5, W-9 (DOK 3, DOK 4)</p> <p>W-2 (see above)</p> <p>W-4 (see left)</p> <p>W-5 (see left)</p> <p>W-9 (see left)</p> <p>5. USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning</p> <p>Standards: W-2a, W-2b (see above) (DOK 2)</p>	<p>(DOK 3, DOK 4)</p> <p>W-1 (see above);</p> <p>W-4 (see left)</p> <p>W-5 (see left)</p> <p>W-9 (see left)</p>
<p>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</p> <p>Standards: W-2d, W-3d, L-3a, L-6 (DOK 1)</p> <p>W-2d, W-3d (see above)</p> <p>L-3a <u>Choose words and phrases to convey ideas precisely.</u></p> <p>L-6 <u>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., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</u></p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/opinion texts</p> <p>Standards: L-1, L-2, L-3b (DOK 1)</p> <p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>L-3b <u>Choose punctuation for effect.</u></p> <p>10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts</p> <p>Standards: W-6 (DOK 1)</p> <p>W-6 With some guidance and support from adults, <u>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</u></p>		

Grade 8 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 2

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

30% of the assessment evidence will come from composing, revising, or editing narrative writing

35% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources

35% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on texts or topics based on evidence from given texts

Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #2, #4 (and #5), or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims #4 (Research).

1. **WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more

3. **WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining

6. **WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts:

<p>paragraphs of narrative text (e.g., introduce narrator or use dialogue when describing an event) Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2)</p> <p>W-3 <u>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.</u> <u>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u> <u>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.</u> <u>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u> <u>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p>2. COMPOSE FULL TEXTS: Write longer narrative texts demonstrating narrative strategies, structures, transitions, and authors' craft appropriate to purpose (writing a speech, developing point of view, style in short story) Standards: W-3, W-4, W-5, W-9 (DOK 3)</p> <p>W-3 (see above) W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u> W-5 <u>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.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>a focus/tone, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f (DOK 2)</p> <p>W-2 <u>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.</u> <u>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u> <u>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u> <u>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> <u>e. Establish and maintain a formal style.</u> <u>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p>4. COMPOSE FULL TEXTS: Write full informational/ explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, develop a topic including citing relevant supporting evidence (from text when appropriate) and elaboration, with appropriate transitions for coherence, and providing a conclusion Standards: W- 2a, 2b, 2c, 2e, 2f, W-4, W-5, W-8, W-9 (DOK 3, DOK 4) W-2 (see above); W-4 (see left) W-5 (see left) W-9 (see left)</p> <p>5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style Standards: W-2a (see above) (DOK 2)</p>	<p>establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e (DOK 2)</p> <p>W-1 <u>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u> <u>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u> <u>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u> <u>d. Establish and maintain a formal style.</u> <u>e. Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>7. COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting (text) evidence from credible sources, and provide a conclusion Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, and W-9 (DOK 3, DOK 4) W-1 (see above); W-4 (see left) W-5 (see left) W-9 (see left)</p>
<p>8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words and domain-specific vocabulary figurative language,) and style appropriate to the purpose and audience when revising or composing texts Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, 2) W-2d, W-3d (see above) L-3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening</u></p>		

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.

9. **EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts **Standards: L-1, L-2, L-3** (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

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening

10. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts
Standards: W-6 (DOK 1)

W-6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 2

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

20% of the assessment evidence will come from composing, revising, or editing narrative writing

40% of the assessment evidence will come from composing, revising, or editing informational writing based on evidence from given sources

40% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on texts or topics based on evidence from given texts

Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #4 (and #5) or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims #4 (Research).

1. **WRITE/REVISE BRIEF TEXTS:** Apply narrative strategies (e.g., dialogue, description) and appropriate text structures and transitions when writing or revising one or more paragraphs of narrative text (e.g., introduce narrator point of view, use dialogue to advance the action)
Standards: W- 3a, W-3b, 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.
d. Use precise words and phrases, telling details, and sensory language to

3. **WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising 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 appropriate to purpose and audience
Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or 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

6. **WRITE/REVISE BRIEF TEXTS:** Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence (from texts when appropriate) and counter claims using credible sources, or providing a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience
Standards: W-1a, W-1b, W-1c, W-1d, and/or 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

<p><u>convey a vivid picture of the experiences, events, setting, and/or characters.</u> e. <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u></p> <p>2. COMPOSE FULL TEXTS: The CC places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the SBAC summative assessment; however the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.</p>	<p>to manage the complexity of the topic. e. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing. f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented</u> (e.g., articulating implications or the significance of the topic).</p> <p>4. COMPOSE FULL TEXTS: Write full informational/ explanatory texts, attending to purpose and audience: 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 with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, and W-9 (DOK 3, DOK 4) W-2 (see above) W-4 <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u> W-5 <u>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.</u> W-9 <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose and style Standards: W-2a (see above) (DOK 2)</p>	<p>pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. <u>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.</u> d. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing. e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p>7. COMPOSE FULL TEXTS: Write full persuasive pieces/arguments about topics or texts, attending to purpose and audience: establishing and supporting a claim, organizing and citing supporting evidence (from texts when appropriate) from credible sources, and providing a conclusion appropriate to purpose and audience Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-8, and W-9 (DOK 3, DOK 4) W-1 (see above) W-4 (see left) W-5 (see left) W-9 (see left) W-8 <u>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.</u></p>
<p>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 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, 2) W-2d, W-3d (see above) L-3a <u>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u> L-6 <u>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.</u></p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts Standards: L-1, L-2 (DOK 1) L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>10. TECHNOLOGY: Use tools of technology to gather information, make revisions, or to produce texts</p>		

Standards: W-6 (DOK 1)

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

REVIEW DRAFT

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 above.

In addition, performance on items/tasks pertaining to Organization and Expression of Ideas, Use of Evidence, and Conventions may be sufficient to generate the sub-scores shown below, if not for individual students, perhaps aggregated to the classroom or school level.

Organization and Expression of Ideas: *Organizing and clearly communicating ideas*
(Evidence from Assessment Targets #1, #2, #3, #4, #5, #6, #7, and #10)

Use of Evidence: *Providing supporting evidence, details, and elaboration consistent with focus/thesis/claim, source text or texts, purpose and audience*
(Evidence from Assessment Targets #2, #4, and #7)

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

Other Assessment Notes for ELA/Literacy Claim #2

Item Types: At each grade level, there are assessment targets for narrative writing, writing informational texts, and writing persuasively (opinions or reasoned arguments). Purpose-specific targets will be addressed through one or two paragraph composing, revising, or editing tasks assessed using selected or constructed response items in the CAT format, or longer extended responses – full compositions planned and developed over one-two sessions. Informational and persuasive writing performance tasks may 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 fiction or nonfiction texts or writing about a topic drawing upon evidence from those sources. Although not all writing tasks will be text-dependent (analyzing texts in writing in both print and multi-media format), the importance of the reading-writing connection articulated by the authors of the Common Core will inform item and task development.

All writing purposes will be assessed each year at every grade level, either with extended performance tasks or with CAT constructed response items/tasks (e.g., develop a description of a setting given an event or story line, develop an introduction to a report given a topic and some factual information). Selected response items and short CR items will specifically assess editing skills (grammar, usage and mechanics standards) and the ability to revise a passage for clarity. Extended performance tasks may be computer scored holistically and as well as human scored analytically for criteria such as argument

development or discourse style.

Text notes – Extended performance tasks for writing (in response to reading one or more texts) use slightly different criteria for text selection than the texts used to assess reading comprehension and analysis in the on-line CAT items. Guidelines will be developed for selecting a range of genres and complexity of texts used for response. This means that the passages used for writing or formats for presentation might be less complex when students read independently and respond, but may be more complex when class discussions are part of the part of prewriting assessment administration activities. Text selection guidelines (still to be developed) will be similar for claim #4, when students read texts to gather and present information. Selecting a range of texts across claims for the SBAC assessments provides opportunities to use a variety of authors, time periods, topics, formats, modalities (including non-text stimuli/resources such as still and moving images), and cultural /political/social/geographic perspectives.

Administration guidelines for extended writing tasks (Assessment Target #2—COMPOSE FULL TEXTS) will include opportunities for using a process for developing the writing - planning, note taking, and discussion of the texts read (phase 1) so that students can generate and organize their ideas. During phase 2, students write and revise responses (opinion/argument) or use texts read to develop an informational report on a topic.

<i>ELA/Literacy Claim #3</i>
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 depended 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)” CCSS Appendix A, page 26). Stressing listening comprehension and discussion/speaking communications develops students’ ability to process more complex informational 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.

What sufficient evidence looks like for ELA/Literacy Claim #3

The CCSS speaking and listening standards require students to demonstrate a range of interactive oral communication and interpersonal skills, including, but not limited to skills necessary for making formal presentations. Students must work collaboratively, express 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, and adapt speech to context, content, and task. CC Speaking and Listening standards, while not as explicit as the other domains of language arts regarding vocabulary acquisition, imply the need to understand and use language effectively, from stating key details to paraphrasing, to supplying supporting evidence for ideas.

Listening: Students at all grade levels will listen to/view a variety of non-print texts, such as following directions or procedures in a simulation or hands-on task, or view demonstrations, lectures, media messages, speeches, etc. and respond to comprehension- and integration/analysis-type questions (similar to the selected response and open response questions described for reading Claim #1). 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. Listening comprehension items and tasks may include input that is audio-visual, as well as just audio in nature and can be controlled by individual students as needed (e.g., repeated or paused for note taking). Most of the listening items/tasks will be administered as part of the on-line computer-adaptive assessment (CAT). Some prompts for performance tasks outside of the CAT assessment may also assess listening skills.

For example, at grade 3, students might listen to an animated cartoon character describing ways to save energy in the home. The student would then be asked to respond to a series of short-answer comprehension questions or perhaps to analyze or integrate information in order to complete a graphic organizer with key ideas and examples from the public service announcement. Middle and high school students may be asked to listen to political media messages in order to summarize, detect bias, or identify differing points of view or common themes; use a simulation that requires following certain procedures to accomplish a task; or listen to / view a short lecture and then integrate information from documents related to the lecture in order to answer comprehension and analysis questions.

Speaking: SBAC will develop two types of summative speaking assessment tasks: shorter (approximately 2-5 minutes), 1) externally scored audio- or video-recorded presentations in response to a prompt, and 2) “common” summative speaking performance tasks (oral presentations) conducted in the classroom at selected grade levels.

The shorter summative speaking assessments will involve providing students with a stimulus (e.g., a reading or oral, visual, quantitative, or media source) with a question to respond to. Students will have time to prepare and then offer a short summary, explanation, or analysis. Student responses will be audio or video taped and scored externally.

The common oral presentation assessments will be scored locally by teachers using the same rubrics (and annotated exemplars harvested from field testing across states). Classroom-based performance

tasks will provide the occasions to address the conversational and collaborative aspects of the Speaking and Listening standards (particularly standard 1 across all grades).

The summative (and interim) common speaking assessments (oral presentation) will be developed in conjunction with performance tasks like those for Claim #4, investigating/ researching a topic. Scores on speaking assessment tasks will be “certified” at the district level and reported to the state. An audit will be set up to sample results from a grade level within each grade span. Audio or videotaping will be used locally to capture student performances (e.g., collaborative discussion; formal presentations) for auditing purposes. Speaking assessments may come from any subject area or content discipline.

Accessibility & Claim 3: Interaction skills are an important aspect of being college and career ready. Yet, not all individuals with disabilities are able to speak or hear. Successful adults who are deaf, for example, generally are not able to “speak” in the traditional sense of oral communication, nor “listen” to oral communications. Recognizing that speaking may include production of language or computer-generated speech, and that hearing may include sign language reception, are important aspects 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” (p. 6).

Almost all ELL students are from families that speak a language other the English at home, and many families do not listen to English-speaking media on the radio or television. Their only opportunity to hear and speak English may be at school. Because ELL 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 ELL 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.

About the “Summative Assessment Targets” that follow...

The following pages identify summative assessment targets that describe the evidence that will be used to support Claim #3. Summative assessment targets do not replace the Common Core 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. Test blueprints will determine which assessment targets for Claim #3 will be assessed each year at each grade level.

The targets that are provided for grades 3-5, 6-8, and 9-11, serve as examples for elementary, middle, and high school. The assessment targets shown here cover all grades 3-11, because they are written for grade spans, not as grade-by-grade targets. The summative assessment targets at each grade level represent the prioritized content for assessment.

Each assessment target is accompanied by the related standard(s) in the CCSS from which it is drawn, and by the intended cognitive rigor/depth-of-knowledge (DOK) required by the assessment target. (The schema for DOK used here appears in Appendix B. Level 3 and 4 DOK descriptors represent what some would call “higher order” thinking because students must know the content more deeply to successfully engage with the described assessment tasks.)

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 3

Students can employ effective speaking and listening skills for a range of purposes and audiences.

----- SPEAKING -----

1. **LANGUAGE & VOCABULARY USE:** Strategically use precise language (including academic and domain-specific vocabulary), syntax, and discourse appropriate to the purpose and audience when speaking
Standards: L-3a, L-3c, L-6 (DOK 1)

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

2. **CLARIFY MESSAGE:** Use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience

Standards: L-3a, L-3c, L-6 (DOK 1)

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

3. **PLAN/SPEAK/PRESENT:** Compose (gather and organize information) 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

Standards: SL-2, SL-4, SL-5, SL-6 (DOK 2, DOK 3)

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.

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.

----- LISTENING -----

4. **LISTEN/INTERPRET:** Interpret and use information delivered orally or visually

Standards: SL-1, SL-2, SL-3, SL-6 (DOK 1, DOK 2, DOK 3)

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-6 (see above)

Grade 8 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 3

Students can employ effective speaking and listening skills for a range of purposes and audiences.

----- SPEAKING -----

1. **LANGUAGE & VOCABULARY USE:** Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, and discourse appropriate to the intent, purpose, and audience when speaking

Standards L-3a, L-6 (DOK 1, 2)

L-3a 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 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.

2. **CLARIFY MESSAGE:** Use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience

Standards: L-1, SL-6 (DOK 1)

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SL-6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

3. **PLAN/SPEAK/PRESENT:** Compose (gather and organize information) 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

Standards: SL-4, SL-5, SL-6 (DOK 2, DOK 3)

SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound 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.

SL-6 (see above)

----- LISTENING -----

4. **LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually

Standards: SL-1, SL-2, SL-3 (DOK 1, DOK 2, DOK 3)

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.

SL-3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 3

Students can employ effective speaking and listening skills for a range of purposes and audiences.

----- SPEAKING -----

1. **LANGUAGE & VOCABULARY USE:** Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, and discourse appropriate to the intent, purpose, and audience when speaking

Standards: L-3a, L-6 (DOK 1, 2)

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.

2. **CLARIFY MESSAGE:** Use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience

Standards: L-1, SL-6 (DOK 1)

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

3. **PLAN/SPEAK/PRESENT:** Compose (gather and organize) 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

Standards: SL-2¹¹, SL-4, SL-5, SL-6 (DOK 3, DOK 4)

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, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL-6 (see above)

----- LISTENING -----

4. **LISTEN/INTERPRET:** Analyze, interpret, and use information delivered orally or visually

Standards: SL-1, SL-2, SL-3 (DOK 1, DOK 3)

Speaking-Listening Anchor Standards - Comprehension and Collaboration

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-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.

¹¹ More than one source is required by the standard

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.

There may be adequate items and tasks to support the reporting of a Total Speaking and a Total Listening score at the individual student level, based on student performance across the items and tasks from the Assessment Targets shown above. Subject to a feasibility analysis, speaking may need to be assessed and reported only at certain grade levels or in alternate school years.

Speaking

(Grades 3-11: Assessment Targets #2 and #3)

Listening

(Grades 3-11: Assessment Target #4)

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

Rationale for ELA/Literacy Claim #4

The Common Core 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 include both the ability to gather, synthesize, and evaluate information from multiple texts and, if presenting their research orally, 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 success, as students 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. The ability to conduct short research projects provides opportunities to integrate reading, writing, speaking, and listening skills across content areas through focused inquiry.

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 ability 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).

What sufficient evidence looks like for ELA/Literacy Claim #4

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 that may involve working with peers to gather and /or interpret information from multiple sources. Sources will be varied in terms of types, format, and content area. (Some tasks are likely to involve use of a simulation or an Internet search controlled by an individual student.) Individual students then select, analyze, and synthesize information in order to craft a coherent response to the problem or prompt using supporting evidence. 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.

Presentation formats for short research-related performance tasks will take one of three forms as appropriate to the grade level and prompt. Response formats may include: a written response with supporting textual evidence; an oral presentation or an outline or script for an oral presentation with enough detail to demonstrate organization and development of ideas with supporting textual evidence; or a visual/graphic presentation of findings (such as a PowerPoint or storyboard) with enough detail to demonstrate organization and development of ideas with supporting textual evidence. All research tasks will be scored using common criteria: these are likely to include (but may not be limited to) effective investigation, identification and evaluation of sources, synthesis of ideas/information, and accurate and appropriate documentation. Research tasks are likely to contribute some evidence to Claim #1 (Reading), Claim #2 (Writing), and Claim #3 (Speaking/Listening) scores.

Collaborations with peers during the information-gathering stage of these assessment tasks may also provide authentic ways for students to build on ideas of others while formulating and expanding their own knowledge and thinking. Collaboration with peers will not be required for all research-related performance tasks; but will be built into specific tasks where appropriate. Evidence from collaborative activities that are part of the research process - while not currently anticipated to be part of the summative evidence for large-scale assessment - supports formative assessment and instruction for short research projects that result in individual reports or presentations. Evidence from collaborative discussion activities may be collected locally and used for formative/instructional purposes, also assessing speaking and listening standards.

Examples of what to expect with short research performance tasks:

- At grades 3-5, students might read/view and discuss a short informational article about a science topic, such as static electricity. Then they will conduct a designed experiment with a partner to collect data about how static electricity behaves under certain conditions. Individually, students prepare and present their results to show that they can draw conclusions that integrate or compare what they read about and what they observed (using data collected and text evidence as support). Related to social studies, elementary students might read and discuss short personal accounts of US citizens who immigrated to this country when they were children (firsthand accounts) and an article (secondhand account) dealing with different immigration patterns across US history, and then be asked to respond to a research question posed (e.g., comparing or integrating information from firsthand and secondhand accounts).
- At middle school, students might explore a variety of potential digital and print resources that can be

used to respond to a research question about the social and economic impact of the Transcontinental Railroad or to a problem with which they are presented such as how to control the spread of invasive plant species. Students would consider the credibility of sources located and relevance of information to the topic. Then, they would prepare and present their results to one another to show that they can draw conclusions that integrate or analyze information (using data and/or text evidence as support).

- Using a document/media library provided, high school, students might read and discuss texts and speeches or media messages all of which present different points of view about an issue from a period in history (e.g., World War I, Civil Rights era). Students may be asked to select appropriate sources, and then analyze and present information (academic writing/explanation) or critique perspectives/potential biases as they relate to the issue and craft a response (critique or argument). Student responses will demonstrate the ability to analyze and synthesize information, as well as evaluate sources used (primary, secondary, media, etc.) for credibility, bias, quality of evidence, and/or quality of reasoning. As follow-up, students might discuss collaboratively their research and findings.

Accessibility & Claim 4: Collaboration and independent inquiry are important skills for all students as they move toward college and career. Students' engagement in collaborative inquiries provides heightened learning opportunities for them. Yet, for some students with disabilities, interactions with others and collaborative work are affected by their disabilities. These include individuals with autism, for example, and some with emotional/behavioral disabilities. Alternative approaches to collaborative activities may be needed. Yet, these approaches should be like those used by successful adults with disabilities who work alongside their peers in work and collegiate situations.

Research has also shown that, due to language barriers, ELL students are often less involved in collaborative academic efforts. Even if they try to engage, their teachers may not have enough confidence in them to involve them in classroom activities due to concerns about their possible language insufficiencies (see for example, Abedi & Herman, 2010). As assessments include collaborative elements, teachers should be made aware of these issues and seeks ways to engage ELL students in collaborative and independent inquiries. Teachers should have access to diagnostic information regarding ELL students' level of English proficiency through benchmark and/or formative assessments that evaluate communication proficiency, so that they can properly evaluate how best to include students in collaborative activities. In addition, formative tools, professional development, and instructions for administration of summative tasks should all provide teachers with guidance about strategies to support this engagement.

About the “Summative Assessment Targets” that follow...

The following pages identify summative assessment targets that describe the evidence that will be used to support Claim #4. Summative assessment targets do not replace the Common Core 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 assessment targets will have some test items or score points, as determined by the test blueprints.

The targets that are provided are for grades 4, 8, and 11, serving as elementary, middle, and high school examples of the targets that the Consortium will develop for grades 3-11. The summative assessment targets at each grade level represent the prioritized content for assessment.

Each assessment target is accompanied by the related standard(s) in the CCSS from which it is drawn, and by the intended cognitive rigor/depth-of-knowledge (DOK) required by the assessment target. (The schema for DOK used here appears in Appendix A. Level 3 and 4 DOK descriptors represent what some would call “higher order” thinking because students must know the content more deeply to successfully engage with the described assessment tasks.)

Some tasks designed to provide measures contributing to an overall Claim #4 score may also contribute scores that will be aggregated under Claims #1-3. Some of the CCSS writing standards (W7 under PLAN/RESEARCH and W-8 under INTERPRET & INTEGRATE INFORMATION) are addressed under Claim #4 (Research) rather than under Claim #2 (Writing)

Grade 4 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

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

1. **PLAN/RESEARCH:** Conduct short research projects to answer a multi-step question or to investigate different aspects (subtopics) of a broader topic or concept

Standards: SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4-when multiple sources are used)

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; 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.

2. **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics; Select and integrate information from data or print and non-print text sources

Standards: RI-9; W-8 W-9 (DOK 2)

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.

3. **EVALUATE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information (e.g., fact/opinion)

Standards: W-9 (DOK 2)

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

4. **USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and evidence collected and analyzed

Standards: RI-9; W-8, W-9 (DOK 3)

RI-9 (see above)

W-8 (see above)

W-9 (see above)

5. **LANGUAGE & VOCABULARY USE:** Strategically use language, vocabulary (including academic and domain-specific vocabulary), and syntax appropriate to the purpose and audience

Standards: W-2d, W-3d, L-3a, L-6 (DOK 1)

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 and that are basic to a particular topic

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message

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

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards: W-6** (DOK 1)

W-6 (see above)

Grade 8 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

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

1. **PLAN/RESEARCH:** Conduct short research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives
Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7 (DOK 3, DOK 4)
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.
SL-4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound 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

2. **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)
Standards: RI-9; RH and RST-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 3, DOK 4)
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-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 facts, 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.
RLiteracy (History; Sci/Tech) -1, 2, 3 (as appropriate to research task or 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
W-9, WLiteracy-9 Draw evidence from literary or informational texts to support analysis, reflection, and research

3. **EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to gather and select information to support inferences, interpretations, and analyses
Standards: W-8; WLiteracy-8 (DOK 3)
W-8, WLiteracy-8 (see above)

4. **USE EVIDENCE:** Cite evidence to support analyses, arguments, or critiques
Standards: RI-9; RLiteracy- 1-3 and 5-9; W-8, W-9; WLiteracy-8, 9 (DOK 3, DOK 4)
RI-9 (see above)
RLiteracy (History; Sci/Tech) -7, 8, 9 (see above)
RLiteracy (History; Sci/Tech) - 1-3 (as appropriate to research task or topic)
W-8, WLiteracy-8 (see above)
W-9, WLiteracy-9 (see above)

5. **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
Standards: W-2d, W-3d, L-6 (DOK 1, 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.

6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message

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.

7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations

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 efficiently as well as to interact and collaborate with others

W-8, WLiteracy-8 (see above)

Grade 11 SUMMATIVE ASSESSMENT TARGETS

ELA/Literacy Claim # 4

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

1. **PLAN/RESEARCH:** Devise an approach and conduct short focused research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives

Standards: SL-2, SL-4, SL-5; W-6 W-7; WLit-7 (DOK 3, DOK 4)

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, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

2. **ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic

Standards: RLiteracy (History; Science/Tech)-1-3 and 7, 8, 9; SL-2; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 4)

RLiteracy-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.

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.

RLiteracy-1, 2, 3 (as appropriate to research task or topic)

SL-2 (see above)

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.

3. **EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources **Standards: W-8; WLit-8** (DOK 4)

W-8, WLiteracy-8 (see above)

4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures
Standards: RLiteracy-1-3 and 7-9; W-8, W-9; WLiteracy-8, WLiteracy-9 (DOK 3, DOK 4)
RLiteracy-1, 2, 3 (as appropriate to research task or topic)
RLiteracy (History; Science/Tech) -**7, 8, 9** (see above)
W-8, WLiteracy-8 (see above)
W-9, WLiteracy-9 (see above)
5. **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
Standards: W-2d, W-3d; L-6 (DOK 1, 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.
6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and persuasive texts)
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
7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **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

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 above.

The number of items and tasks associated with Research and Inquiry are not likely to be sufficient to support sub-scores for this Claim.

Conduct Research

Related to a topic, issue, or problem presented

(Grades 3-11: Assessment Targets #1, #2, #3, #4, #6, #7)

Other Assessment Notes for ELA/Literacy Claim #4

Item Types - In general, short research projects will be assessed with extended (two-day) performance tasks. At the high school level, it is possible that the two performance tasks currently planned for two days each may be combined into one more extended 4 day task to allow for the more ambitious research anticipated in the standards, as well as for a full writing cycle including planning, writing, and revising. These performance tasks will sometimes integrate reading-writing-speaking-listening skills as well as applications of technology. Students will gather information from science, social studies, or technical texts, non-print texts, and related activities to present what they learned about an issue or concept, or to argue for a solution or position. Whole class and/or small group collaboration may be used in the planning phase, and will (at least initially) be used as formative assessment evidence. For example, collaboration activities would be used during stages of posing questions and/or collecting data/information on a topic: a short science investigation to collect data and read about the science concept ahead of time; view and discuss a video of an historical speech on civil rights and collect class or school survey data on civil rights perspectives, etc. The summative assessment would be a presentation of learning – with oral, visual/graphic, or written responses (or a combination). Technology applications, as outlined in the standards, will be stressed in either the planning or presentation phase. All extended performance tasks will be scored analytically with trained raters and may also include a holistic scoring component. (See Appendix E for annotated examples of short research tasks.)

Short investigations may also occur in more extended constructed response items on the test: for example, comparing information from two texts or sources or conducting a brief search for information to answer a question from a simulated website or set of available sources.

Notes regarding text selection – Extended short research performance assessments, sometimes planned with collaboration among peers, will use print and non-print texts from content areas other than ELA

and 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, depending on the task. This means that the types of texts or formats for presentation might be less complex when students read independently and respond, but may be more complex when class discussions are part of the preparation. Selecting a range of texts across claims for the SBAC assessments provides opportunities to use a variety of authors, time periods, topics, and cultural /political/social/geographic perspectives.

General administration guidelines for extended writing tasks include opportunities for planning, note taking, and discussion of the texts (phase 1) so that students can generate notes/ideas for writing. During phase 2, students write and revise responses (opinion/argument) or use texts read to develop a short informational report on a topic.

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 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 grammar 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 US Department of Labor/Employment and Training Administration's occupational database, O*NET (www.onetonline.org), featured prominently is "knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar."

A synthesis of research in vocabulary development (Allen, 1999) shows that while direct instruction and word study are important to expanding depth and breadth of vocabulary, simply training in definitions or synonyms is relatively ineffective in relation to applications for reading comprehension; and drill and practice methods with targeted words (word lists) has little effect on comprehension. Students of all ages can increase their vocabulary and language knowledge through oral language activities (from conversations to debates) and by using a variety of strategies, such as associating phrasing used with visual images or abstract concepts, previewing domain-specific terms before reading/writing/speaking, and using different and varied contexts to discern nuances of meaning. The probability of academic and professional success increases for those students who can flexibly use strategies to discern language use and meaning.

College and career-ready students need to master the use of language for clarity, correctness, and impact, and be able to discern the difference between informal (e.g., text messages, emails) and more formal language use (e.g., academic essays, letters to the editor). Student must know how to use language purposefully both orally and in writing and to recognize how language choices contribute to potential bias and flawed reasoning chains in oral and written communications. Effective language use goes well beyond understanding and applying what is correct and appropriate when reading, writing, speaking, and listening. It includes the capacity and the inclination 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 and #3.

We note that similar standards addressing language use and vocabulary acquisition appear in different sections of the Common Core at all grade levels. CCSS standard 4 (“determine meaning of words and phrases...”) and standard 5 (analyzing various language structures) under reading literary texts is comparable to standards 4 and 5 under reading informational texts at all grades, and at high school under reading literacy: reading social studies/history, 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.

Assessment Strategies. For this reason, at all grade levels, these understandings and skills will be embedded in specific reading, writing, speaking, listening and research items and tasks. Vocabulary will not be assessed with decontextualized word definitions. Text-based items in reading 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 and research tasks will assess language use, including use of concrete and sensory details, revising for more effective word choice or sentence variety, and appropriate use of figurative, academic, and domain-specific language in various contexts.

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, speaking 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 & 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 Language Learners, (ELLs) may not have the same level of opportunity to acquire oral English language as their non-ELL classmates since they may live in homes where a language other than English is spoken. In addition, ELL students are not a homogeneous group and may differ considerably in terms of how they acquire English proficiency. Therefore, assessing ELL students' progress in acquiring and using language will be more complex for these students than for 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 ELL students' abilities to skillfully use oral and written language can be derived from ELP 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.

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Appendix A: Cognitive Rigor Matrix/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. For each Assessment Target in this document, the “depth(s) of knowledge” that the student needs to bring to the item/task has been identified, using the Cognitive Rigor Matrix shown below. This matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb's Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks. (To download full article describing the development and uses of the Cognitive Rigor Matrix and other CRM support materials, go to: http://www.nciea.org/publications/cognitiverigorpaper_KH11.pdf)

A “Snapshot” of the Cognitive Rigor Matrix (Hess, Carlock, Jones, & Walkup, 2009)

Depth of Knowledge (Webb) + Type of Thinking (Revised Bloom, 2001)	DOK Level 1 Recall & Reproduction	DOK Level 2 Basic Skills & Concepts	DOK Level 3 Strategic Thinking & Reasoning	DOK Level 4 Extended Thinking
Remember	- Recall, locate basic facts, definitions, details, events			
Understand	- Select appropriate words for use when intended meaning is clearly evident	- Specify, explain relationships - summarize - identify central ideas	- Explain, generalize, or connect ideas using supporting evidence (quote, text evidence, example...)	- Explain how concepts or ideas specifically relate to other content domains or concepts
Apply	- Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning	- Use context to identify word meanings - Obtain and interpret information using text features	- Use concepts to solve non-routine problems	- Devise an approach among many alternatives to research a novel problem
Analyze	- Identify the kind of information contained in a graphic, table, visual, etc.	- Compare literary elements, facts, terms, events - Analyze format, organization, & text structures	- Analyze or interpret author's craft (e.g., literary devices, viewpoint, or potential bias) to critique a text	- Analyze multiple sources or multiple texts - Analyze complex/abstract themes
Evaluate			- Cite evidence and develop a logical argument for conjectures based on one text or problem	- Evaluate relevancy, accuracy, & completeness of information across texts or sources
Create	- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	-Generate conjectures or hypotheses based on observations or prior knowledge and experience	-Develop a complex model or approach for a given situation -Develop an alternative solution	-Synthesize information across multiple sources or texts -Articulate a new voice, alternate theme, new knowledge or new perspective

Appendix B: Grade Level Tables for Reading Assessment Targets and Item Types

Grade 3 Reading LITERARY Texts Assessment Targets	<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.)	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
1. KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences Standards: RL-1, RL-3 (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-3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
2. CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text Standards: RL 2 (DOK 2)	RL-2 <u>Recount stories</u> , including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and <u>explain how it is conveyed through key details in the text.</u>
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 resources (e.g., beginning dictionary) Standards: RL-4; L-4, L-5c, L-6 (DOK 1, DOK 2)	RL-4 <u>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</u> Vocabulary Acquisition and Use L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u> b. <u>Determine the meaning of the new word formed when a known affix is added to a known word</u> (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). c. <u>Use a known root word as a clue to the meaning of an unknown word with the same root</u> (e.g., <i>company, companion</i>). d. <u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u> L-5c <u>Distinguish shades of meaning among related words</u> that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).
4. REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author's lesson or message Standards: RL- 2, RL-3, RL-6 (DOK 3)	RL-2 <u>Recount stories</u> , including fables, folktales, and myths from diverse cultures; <u>determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u> RL-3 <u>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u> Craft and Structure RL-6 <u>Distinguish</u> their own point of view from that of the narrator or those of the characters
5. ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem-solution, theme) Standards: RL- 9¹² (DOK 2, 4)	RL-9 <u>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</u> (e.g., in books from a series).
6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information Standards: RL-5, RL-7 (DOK 2)	RL-5 <u>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.</u> Integration of Knowledge and Ideas RL-7 <u>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</u> (e.g., create mood, emphasize aspects of a character or setting).
7. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	RL-4 <u>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</u> L-5a <u>Distinguish the literal and non-literal meanings of words and phrases in context</u> (e.g., <i>take steps</i>).

¹² CC Standards that are underlined indicate that more than one text or more than one text format is required for assessment items.

Standards: <u>RL-4</u> ; <u>L-5a</u> (DOK 2)	
Grade 3 Reading INFORMATIONAL Texts Assessment Targets	<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: <u>RI-1</u> (RI-1 is a component of each of the seven targets listed below.)	<u>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>
8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented. Standards: <u>RI-1</u> , <u>RI-3</u> (DOK 1, DOK 2)	<u>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</u> <u>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.</u>
9. CENTRAL IDEAS: Identify or summarize central ideas/ key events, or procedures and details that support them. Standards: <u>RI-2</u> (DOK 2)	<u>RI-2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>
10. WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary) Standards: <u>RI-4</u> ; <u>L-4</u> , <u>L-6</u> (DOK 1, DOK 2)	<u>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</u> <u>L-4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</u> a. <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u> b. <u>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).</u> c. <u>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</u> d. <u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u>
11. REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author's point of view, ideas and supporting details, relationships) Standards: <u>RI-6</u> , <u>RI-8</u> , <u>RI-9</u> (DOK 3, DOK 4)	<u>RI-6 Distinguish their own point of view from that of the author of a text.</u> <u>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)</u> <u>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</u>
12. ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause-effect, integrate information) Standards: <u>RI-9</u> (DOK 2, DOK 3)	<u>RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.</u>
13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information Standards: <u>RI-5</u> , <u>RI-7</u> (DOK 2)	<u>RI-5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</u> <u>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).</u>
14. LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context Standards: <u>L-5</u> , <u>L-5a</u> , <u>L-5b</u>	<u>L-5 Demonstrate understanding of word relationships and nuances in word meanings.</u> <u>L-5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</u> <u>L-5b. Identify real-life connections between words and their use (e.g.,</u>

(DOK 2, DOK 3)	describe people who are <i>friendly</i> or <i>helpful</i>).
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Grade 4 SUMMATIVE ASSESSMENT TARGETS	
ELA/Literacy Claim #1- <i>Literary Texts</i>	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
50% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays, myths, or legends	
To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets (#1-#4) below.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.)	RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences Standards: RL-1, RL-3 (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-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).
2. CENTRAL IDEAS: Identify or summarize central ideas/ key events Standards: RL-2 (DOK 2)	RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
3. WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus) Standards: RL-4; L-4, L-5c (DOK 1, DOK 2)	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 <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). c. 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).
4. REASONING & EVALUATION: Use supporting evidence to justify/ explain inferences (character development /actions/traits; first or third person point of view; theme; author's message) Standards: RL-2, RL-3, RL-6 (DOK 3, DOK 4 ¹³)	RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize 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 ¹⁴ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Use the specific text (or two texts) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s).	
5. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, specify, or compare how information is presented across texts (first-	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-7 Make connections between the text of a story or drama and a visual or oral

¹³ In many, but not all cases, when students *analyze deeply* and draw information from multiple (full) texts for supporting evidence, the DOK level becomes level 4, whereas the same task using a single text (or shorter excerpts) would be DOK level 3.

¹⁴ CC Standards that are underlined indicate that more than one text or more than one text format is required for assessment items.

third person point of view, visual/oral formats, topics, themes, patterns of events) Standards: RL-6, RL-7, RL-9 (DOK 3, DOK 4)	presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 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.
6. TEXT STRUCTURES & FEATURES: Relate knowledge of structural elements of texts or text features to obtain, interpret, explain, or connect information within texts Standards: RL-5 (DOK 2, DOK 3)	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.
7. LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone Standards: L5, L-5a, L-5b (DOK 2, DOK 3)	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.

Grade 4 SUMMATIVE ASSESSMENT TARGETS	
ELA/Literacy Claim #1- <i>Informational Texts</i>	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
50% of text-related assessment evidence will come from reading informational texts, and may include science, social studies, and technical texts/topics	
To the degree possible, all <u>informational passages</u> will include at least one item assessing each of the 4 assessment targets (#8-#11) below.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RI-1 (RI-1 is a component of each of the seven targets listed below.)	RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
8. KEY DETAILS: Use explicit details and implicit information from the text to support answers or basic inferences about information presented Standards: RI-1, RI-3 (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-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.
9. CENTRAL IDEAS: Identify or summarize central ideas, key events, or procedures Standards: RI-2 (DOK 2)	RI-2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
10. WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary) Standards: RI-4; L-4, L-5c, L-6 (DOK 1, DOK 2)	RI-4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and <u>determine or clarify the precise meaning of key words and phrases</u> . L-5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L-6 Acquire and use <u>accurately grade-appropriate general academic</u> and domain-specific words and phrases, including those that signal precise actions, emotions, or states of

	being (e.g., <u>quizzed</u> , <u>whined</u> , <u>stammered</u>) and that are basic to a particular topic (e.g., <u>wildlife</u> , <u>conservation</u> , and <u>endangered</u> when discussing animal preservation).
11. REASONING & EVALUATION: Use supporting evidence to justify or interpret how information is presented or integrated (author's reasoning, type of account, visual/graphic information, concepts, ideas) Standards: <u>RI-3</u> , <u>RI-6</u> , <u>RI-8</u> , <u>RI-9</u> (DOK 3, DOK 4)	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-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.
Use the specific text (or two texts) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).	
12. ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare-contrast, show cause-effect, integrate information) Standards: <u>RI-7</u> , <u>RI-9</u> (DOK 2, DOK 3)	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.
13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures and text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information Standards: <u>RI-5</u> , <u>RI-7</u> (DOK 2)	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. 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.
14. LANGUAGE USE: Determine or interpret figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone Standards: <u>RI-4</u> ; <u>L-5</u> , <u>L-5a</u> , <u>L-5b</u> (DOK 2, DOK 3)	L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. 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.

Grade 5 Reading LITERARY Texts Assessment Targets	<u>Underlined content</u> (from related CCS standards) shows what each assessment target could assess
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: <u>RI-1</u> (RI-1 is a component of each of the seven targets listed below.)	RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
1. KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented Standards: <u>RI-1</u> , <u>RI-3</u> (DOK 1, DOK 2)	RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> RI-3 <u>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).</u>
2. CENTRAL IDEAS: Identify or summarize central ideas/ key events Standards: <u>RI-2</u> (DOK 2)	RI-2 <u>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.</u>

<p>3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus)</p> <p>Standards: RL-4; L-4, L-5c</p> <p>(DOK 1, DOK 2)</p>	<p>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>photograph, photosynthesis</i>)</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both <u>print and digital</u>, to find the pronunciation and <u>determine</u> or clarify the <u>precise meaning of key words and phrases.</u></p> <p>L-5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>4. REASONING & EVIDENCE: Use supporting evidence to justify interpretations (theme, events, conflicts/challenges, setting, character development/ interactions, point of view)</p> <p>Standards: RL-2, RL-3, RL-6 (DOK 3)</p>	<p>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.</p> <p>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).</p> <p>RL-6 Describe how a narrator's or speaker's point of view influences how events are described.</p>
<p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among the targeted aspects (the influence of point of view, genre-specific features, theme, topic, plot/events)</p> <p>Standards: RL-6, RL-9 (DOK 3, DOK 4¹⁵)</p>	<p>RL-6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>RL-9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., visual or graphic elements) to analyze interpret, or connect information within a text</p> <p>Standards: RL-5, RL-7 (DOK 2, DOK 3)</p>	<p>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.</p> <p>RL-7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
<p>7. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context</p> <p>Standards: RL-4; L-5, L-5a, L-5b (DOK 2, DOK 3)</p>	<p>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>

¹⁵ In many cases, but NOT ALL, when students *analyze deeply* and draw information from multiple texts for supporting evidence, the DOK level becomes level 4, whereas the same task after reading a single text would be DOK level 3. The length of the text (paragraph versus multi-paragraph) can also determine depth of knowledge level, such as comparing information in two full texts or comparing two paragraphs excerpted from longer texts.

Grade 5 Reading INFORMATIONAL Texts Assessment Targets	<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess
<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p>Standards: RI-1 (RI-1 is a component of each of the seven targets listed below.)</p>	<p>RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p>
<p>8. KEY DETAILS: Use explicit details and implicit information from texts to support answers or inferences about information presented</p> <p>Standards: RI-1, RI-3, RI- 7¹⁶ (DOK 1, DOK 2)</p>	<p>RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-3 <u>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.</u></p> <p>RI-7 <u>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.</u></p>
<p>9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics</p> <p>Standards: RI-2 (DOK 2)</p>	<p>RI-2 <u>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u></p>
<p>10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)</p> <p>Standards: RI-4; L-4, L-5c (DOK 1, DOK 2)</p>	<p>RI-4 <u>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u></p> <p>L-4 <u>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.</u> a. <u>Use context</u> (e.g., cause/effect relationships and comparisons in text) <u>as a clue to the meaning of a word or phrase.</u> b. <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>photograph, photosynthesis</i>). c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u></p> <p>L-5c <u>Use the relationship between particular words</u> (e.g., synonyms, antonyms, homographs) <u>to better understand each of the words.</u></p> <p>L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</u> (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p>11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions between events, concepts, or ideas)</p>	<p>RI-3 <u>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.</u></p> <p>RI-6 <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p>

¹⁶ While standard 7 requires “multiple print or digital sources,” students are only locating answers to questions *quickly*; therefore the DOK level would only be DOK 1 or DOK 2.

<p>Standards: RI-3, <u>RI-6</u>, RI-8 <u>RI-9</u></p> <p>(DOK 3, DOK 4)</p>	<p><u>RI-8</u> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><u>RI-9</u> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts showing relationships among targeted aspects (point of view, genre features, topic)</p> <p>Standards: RI-3, <u>RI-6</u> (DOK 3, DOK 4)</p>	<p><u>RI-3</u> 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.</p> <p><u>RI-6</u> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<p>13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures to compare or connect information across texts</p> <p>Standards: <u>RI-5</u> (DOK 2 where short texts are used, DOK 4)</p>	<p><u>RI-5</u> 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.</p>
<p>14. LANGUAGE USE: Identify or interpret figurative language (e.g., metaphors, similes, idioms) use of literary devices or connotative meanings of words and phrases used in context</p> <p>Standards: L-4, L-5, L-5a, L-5b</p> <p>(DOK 2, DOK 3)</p>	<p><u>L-4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><u>L-5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><u>L-5a</u> Interpret figurative language, including similes and metaphors, in context.</p> <p><u>L-5b</u> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
<p>Grade 6 Reading LITERARY Texts Assessment Targets</p>	<p><u>Underlined content (from related CC standards) shows what each assessment target could assess</u></p>
<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p>Standards: <u>RL-1</u> (RL-1 is a component of each of the seven targets listed below.)</p>	<p><u>RL-1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>1. KEY DETAILS: Use explicit details and implicit information from the text to support inferences or analyses of the information presented</p> <p>Standards: <u>RL-1</u>, <u>RL-3</u></p> <p>(DOK 2)</p>	<p><u>RL-1</u> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RL-3</u> 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.</p>
<p>2. CENTRAL IDEAS: Summarize central ideas/ key events</p> <p>Standards: <u>RL-2</u> (DOK 2)</p>	<p><u>RL-2</u> 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.</p>

<p>3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, parts of speech, or use of resources (e.g., dictionary, thesaurus, digital tools)</p> <p>Standards: RL-4; L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p>	<p>RL-4 <u>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.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>L-5b <u>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</u></p> <p>L-6 <u>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.</u></p>
<p>4. REASONING & EVIDENCE:</p> <p>Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made about intended effects (techniques used to advance action or create an effect; points of view; development of theme, characters, setting, plot)</p> <p>Standards: RL-2, RL-3, RL-6 (DOK 3)</p>	<p>RL-2 <u>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.</u></p> <p>RL-3 <u>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.</u></p> <p>RL-6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>
<p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented within or across texts showing relationships among the targeted aspects (the influence of differing points of view, various formats/media, use of source material)</p> <p>Standards: RL-6, RL-7¹⁷, RL-9 (DOK 3, DOK 4¹⁸)</p>	<p>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.</p> <p>RL-6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>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.</p>
<p>6. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., layout; visual or auditory elements – lighting, camera effects, music; symbolic or graphic representations) to analyze impact on meaning, style, or presentation</p> <p>Standards: RL-5, RL-7 (DOK 2, DOK 4)</p>	<p>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.</p> <p>RL-7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>
<p>7. LANGUAGE USE: Interpret figurative language use (e.g., personification, metaphor),</p>	<p>RL-4 <u>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</u></p>

¹⁷ At grades 6-8, standard 7 (Reading Literary Text and Reading Informational texts) compares written text to listening or viewing the same text; therefore assessment of this standard could be combined with listening /viewing items.

¹⁸ In many cases, but NOT ALL, when students *analyze deeply* and draw information from multiple texts for supporting evidence, the DOK level becomes level 4, whereas the same task after reading a single text would be DOK level 3. The length of the text (paragraph versus multi-paragraph) can also determine depth of knowledge level, such as comparing information in two full texts or comparing two paragraphs excerpted from longer texts.

<p>literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation</p> <p>Standards: RL-4; L-5, L-5a, 5c</p> <p>(DOK 2, DOK 3)</p>	<p><u>meaning and tone.</u></p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in <u>word meanings.</u></p> <p>L-5a Interpret figures of speech (e.g., personification) <u>in context.</u></p> <p>L-5c Distinguish among the connotations (associations) of words with similar <u>denotations</u> (definitions) (e.g., <i>stingy</i>, <i>scrumping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
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Grade 6 Reading INFORMATIONAL Texts Assessment Targets	<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess
<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p>Standards: RI-1, RH-1, RST-1 (RI-1 is a component of each of the seven targets listed below.)</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RST-1 Cite specific textual evidence to support analysis of science and technical texts.</p>
<p>8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented</p> <p>Standards: RI-1, RH-1, RST-1, RI-3, RH-3</p> <p>(DOK 2)</p>	<p>RI-1 <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RST-1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RH-3 <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</u> (e.g., through examples or anecdotes).</p> <p>RI-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.</p> <p>RH-3 <u>Identify key steps in a text's description of a process related to history/social studies</u> (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>
<p>9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics</p> <p>Standards: RI-2, RH-2, RST-2 (DOK 2)</p>	<p>RI-2 <u>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text</u> distinct from personal opinions or judgments.</p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions.</p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.</p>
<p>10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, digital tools)</p>	<p>RI-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p> <p>RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p>RST-4 <u>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 6–8 texts and topics.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and</u></p>

<p>Standards: RI-4, RH-4, RST-4; L-4, L-5b, L-5c, L-6</p> <p>(DOK 1, DOK 2)</p>	<p>phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u>.</p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>audience, auditory, audible</i>).</p> <p>c. <u>Consult reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech</u>.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b <u>Use the relationship between particular words</u> (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words</u>.</p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>stingy, scrimping, economical, unwhasteful, thrifty</i>).</p>
<p>11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations or analyses of information presented or how information is integrated within a text (point of view; interactions among events, concepts, people, or ideas; author's reasoning and evidence)</p> <p>Standards: RI-3, RI-6, RH-6, RST-6, RI-8, RH-8, RST-8</p> <p>(DOK 3)</p>	<p>RI-3 <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</u> (e.g., through examples or anecdotes).</p> <p>RI-6 <u>Determine an author's point of view or purpose in a text and explain how it is conveyed in the text</u>.</p> <p>RH-6 <u>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)</u>.</p> <p>RST-6 <u>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</u>.</p> <p>RI-8 <u>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</u>.</p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text</u>.</p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text</u>.</p>
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented in one or more texts (events, people, ideas, topics); or how conflicting information across texts reveals author interpretation of the topic or potential bias</p> <p>Standards: RI-3, RH-3, RI-9 (DOK 3, DOK 4)</p>	<p>RI-3 <u>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text</u> (e.g., through examples or anecdotes).</p> <p>RH-3 <u>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)</u>.</p> <p>RI-9 <u>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)</u>.</p>
<p>13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or genre-specific features to analyze or integrate information</p> <p>Standards: RI-5, RH-5, RST-5, RI-7 (DOK 2, DOK 4)</p>	<p>RI-5 <u>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</u>.</p> <p>RH-5 <u>Describe how a text presents information</u> (e.g., sequentially, comparatively, causally).</p> <p>RST-5 <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas</u>.</p> <p>RI-7 <u>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</u></p>

	issue.
<p>14. LANGUAGE USE: Interpret intent or impact of figurative language (e.g., hyperbole, personification, analogies), use of literary devices, or connotative meanings of words and phrases used in context</p> <p>Standards: RI-4; L-5, L-5a, L-5c</p> <p>(DOK 2, DOK 3)</p>	<p>RI-4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Interpret figures of speech (e.g., personification) in context.</p> <p>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwholesome, thrifty).</p>

Grade 7 Reading LITERARY Texts Assessment Targets	<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess
<p>SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s)</p> <p>Standards: RL-1</p> <p>(RL-1 is a component of each of the seven targets listed below.)</p>	<p>RL-1 Cite several pieces of textual evidence to support analysis of what the text says</p>
<p>1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn</p> <p>Standards: RL-1, RL-3</p> <p>(DOK 2)</p>	<p>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.</p> <p>RL-3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>
<p>2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text</p> <p>Standards: RL-2 (DOK 2)</p>	<p>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.</p>
<p>3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools)</p> <p>Standards: RL-4; L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p>	<p>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.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., belligerent, bellicose, rebel).</p> <p>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital, to find the pronunciation of a word or determine</u></p>

	<p>or clarify its <u>precise meaning</u> or its part of speech.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b <u>Use the relationship between particular words</u> (e.g., synonym/antonym, analogy) <u>to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p>4. REASONING & EVIDENCE:</p> <p>Apply reasoning and a range of textual evidence (e.g., quotes, examples, details) to justify analyses or judgments made</p> <p>Standards: RL-2, RL-3, RL-6 (DOK 3)</p>	<p>RL-2 <u>Determine a theme or central idea of a text and analyze its development over the course of the text</u>; provide an objective summary of the text.</p> <p>RL-3 <u>Analyze how particular elements of a story or drama interact</u> (e.g., how setting shapes the characters or plot).</p> <p>RL-6 <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u></p>
<p>5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze how information is presented showing relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material to develop literary elements</p> <p>Standards: RL-6, RL-9 (DOK 3, DOK 4¹⁹)</p>	<p>RL-6 <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u></p> <p>RL-9 <u>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.</u></p>
<p>6. TEXT STRUCTURES & FEATURES:</p> <p>Relate knowledge of text structures or genre-specific features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation (e.g., layout; visual or auditory elements – lighting, camera effects, music; symbolic or graphic representations)</p> <p>Standards: RL-5, RL-7 (DOK 2, DOK 4)</p>	<p>RL-5 <u>Analyze how a drama's or poem's form or structure</u> (e.g., soliloquy, sonnet) <u>contributes to its meaning.</u></p> <p>RL-7 <u>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium</u> (e.g., lighting, sound, color, or camera focus and angles in a film).</p>
<p>7. LANGUAGE USE: Interpret impact or intent of figurative language use (e.g., alliteration, onomatopoeia, imagery), literary devices (e.g., flashback, foreshadowing), or connotative meanings of words and phrases used in context and their impact on reader interpretation</p>	<p>RL-4 <u>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</u> (e.g., alliteration) <u>on a specific verse or stanza of a poem or section of a story or drama.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech</u> (e.g., literary, biblical, and mythological allusions) in</p>

¹⁹ In many cases, but NOT ALL, when students *analyze deeply* and draw information from multiple texts for supporting evidence, the DOK level becomes level 4, whereas the same task after reading a single text would be DOK level 3. The length of the text (paragraph versus multi-paragraph) can also determine depth of knowledge level, such as comparing information in two full texts or comparing two paragraphs excerpted from longer texts.

Standards: RL-4; L-5, L-5a, 5c (DOK 3)	context. L-5c <u>Distinguish among the connotations (associations) of words with similar denotations</u> (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
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Grade 7 Reading INFORMATIONAL Texts Assessment Targets	<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RI-1, RH-1, RST-1 (RI-1 is a component of each of the seven targets listed below.)	RI-1 <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> 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.
8. KEY DETAILS: Use explicit details and implicit information from texts to support inferences or analyses of the information presented Standards: RI-1, RH-1, RST-1 (DOK 2)	RI-1 <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> 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.
9. CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics and subtopics Standards: RI-2, RH-2, RST-2 (DOK 2)	RI-2 <u>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.</u> RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source</u> distinct from prior knowledge or opinions. RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text</u> distinct from prior knowledge or opinions.
10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary, inset text) Standards: RI-4; RH-4, RST-4; L-4, L-5b, L-5c, L-6 (DOK 1, DOK 2)	RI-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</u> analyze the impact of a specific word choice on meaning and tone. RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u> RST-4 <u>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 6–8 texts and topics.</u> L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u> b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>belligerent, bellicose, rebel</i>). c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u> d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).

	<p>L-5b <u>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</u></p> <p>L-6 <u>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.</u></p>
<p>11. REASONING & EVIDENCE: Use supporting evidence to justify interpretations of information presented or how it is integrated (author's reasoning; interactions among events, concepts, people, or development of ideas)</p> <p>Standards: RI-2, RI-3, RI-8, RH-8, RST-8</p> <p>(DOK 3, DOK 4)</p>	<p>RI-2 <u>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.</u></p> <p>RI-3 <u>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).</u></p> <p>RI-8 <u>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.</u></p> <p>RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p>RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p>
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and compare relationships within or across texts (point of view, genre features, topic) Standards: RH-3, RI-6, RI-9, RH-9, RST-9 (DOK 3, DOK 4)</p>	<p>RH-3 <u>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).</u></p> <p>RI-6 <u>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.</u></p> <p>RI-9 <u>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.</u></p>
<p>13. TEXT STRUCTURES & FEATURES: Relate knowledge of text structures and genre-specific features to compare or analyze the impact of those choices on meaning or presentation Standards: RI-5, RH-5, RST-5, RI-7, RH-7, RST-7 (DOK 2 where short excerpts are used, DOK 4)</p>	<p>RI-5 <u>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.</u></p> <p>RH-5 <u>Describe how a text presents information (e.g., sequentially, comparatively, causally).</u></p> <p>RST-5 <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</u></p> <p>RI-7 <u>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)</u></p>
<p>14. LANGUAGE USE: Interpret intent of figurative language (e.g., clichés, puns, hyperbole) use of literary devices, or connotative meanings of words and phrases used in context</p> <p>Standards: RI-4; L-5, L-5a, L-5b</p> <p>(DOK 2, DOK 3)</p>	<p>RI-4 <u>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.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u></p> <p>L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</u></p>

Grade 8 Summative Assessment Targets	
ELA/Literacy Claim #1- <i>Literary Texts</i>	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
45% of text-related items will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction	
To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets (#1- #4).	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RL-1 (RL-1 is a component of each of the seven targets listed below.)	RL-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
1. KEY DETAILS: Identify explicit textual evidence to support inferences made or conclusions drawn Standards: RL-1, RL-3 (DOK 2)	RL-1 <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u> RL-3 <u>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.</u>
2. CENTRAL IDEAS: Summarize central ideas/key events using key details from the text Standards: RL-2 (DOK 2)	RL-2 <u>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.</u>
3. WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus, digital tools) Standards: RL-4; L-4, L-5b, L-5c, L-6 (DOK1, DOK 2)	RL-4 <u>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.</u> L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades8 reading and content</i>, choosing flexibly from a range of strategies.</u> a. <u>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.</u> b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</u> c. <u>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.</u> d. <u>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).</u> L-5b <u>Use the relationship between particular words to better understand each of the words.</u> L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</u> L-6 <u>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.</u>
4. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of characters/setting/plot, point of view, theme, use of dialogue) Standards: RL-2, RL-3, RL-6 (DOK 3)	RL-2 <u>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.</u> RL-3 <u>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.</u> RL-6 <u>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.</u>
Use the specific text (or <u>two or more texts</u>) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s).	
5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements within or across texts (dialogue, advancing action, character actions/interactions) or use of source material	RL-3 <u>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.</u> RL-9 <u>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.</u>

to develop literary elements Standards: RL-3, RL-9 (DOK 3, DOK 4)	
6. TEXT STRUCTURES/FEATURES: Relate knowledge of text structures or genre features (visual/graphic/auditory effects) to analyze the impact of those choices on meaning or presentation Standards: RL-5, RL-7 (DOK 3, DOK 4)	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. RL-7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
7. LANGUAGE USE: Determine or interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone Standards: RL-4; L-5, L-5a (DOK 3)	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. 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 8 SUMMATIVE ASSESSMENT TARGETS	
ELA/Literacy Claim #1- <i>Informational Texts</i>	
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
55% of text-related items will come from reading informational texts, and may include biographies, and science, social studies, and technical texts/topics	
To the degree possible, all <u>informational passages</u> will include at least one item assessing each of the 4 assessment targets (#8-#11) below.	
SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s) Standards: RI-1, RH-1, RST-1 (RI-1 is a component of each of the seven targets listed below.)	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.
8. KEY DETAILS: Identify explicit text evidence to support inferences made or conclusions drawn about texts Standards: RI-1, RH-1, RST-1, RI-3, 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. RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 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).
9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details Standards: RI-2, RH-2, RST-2 (DOK 2)	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.
10. WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and words with multiple meanings (academic/tier 2	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.

<p>words), based on context, word relationships, word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary)</p> <p>Standards: RI-4, RH-4, RST-4; L-4, L-5b, L-5c, L-6</p> <p>(DOK 1, DOK 2)</p>	<p>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.</p> <p>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 <i>grades 6–8 texts and topics</i>.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grades 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use context</u> (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u>.</p> <p>b. <u>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word</u> (e.g., <i>precede, recede, secede</i>).</p> <p>c. <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), <u>both print and digital</u>, to find the pronunciation of a word or <u>determine</u> or clarify its <u>precise meaning</u> or its part of speech.</p> <p>d. <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L-5b Use the relationship between particular words to better understand each of the words.</p> <p>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p>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.</p>
<p>Use the specific text (or <u>two or more texts</u>) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s).</p>	
<p>11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information (author's line of reasoning, point of view/purpose support claims, concepts, ideas; relevance of evidence or elaboration to support claims)</p> <p>Standards: RI-6, RH-6, RST-6, RI-8, RH-8, RST-8</p> <p>(DOK 3)</p>	<p>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.</p> <p>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).</p> <p>RST-6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p>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.</p> <p>RH-8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RST-8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>
<p>12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze one or more texts to determine how connections are made among topics/ information presented; or how conflicting information or presentation format reveals author interpretation of the topic</p> <p>Standards: RI-3, RH-3</p> <p>(DOK 3, DOK 4)</p>	<p>RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>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).</p>
<p>13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages-disadvantages) on meaning or presentation</p> <p>Standards: RI-5, RH-5, RST-5</p> <p>(DOK 3, DOK 4)</p>	<p>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.</p> <p>RH-5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RST-5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
<p>14. LANGUAGE USE: Interpret impact or intent of figurative language/literary devices or connotative meanings of words and phrases used in context</p> <p>Standards: RI-4; L-5, L-5a, L-5-c</p> <p>(DOK 3)</p>	<p>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.</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>

Appendix C: Tools for Examining Text Complexity

Karin Hess & Sheena Hervey (2010)

“The instruction and assessment of reading comprehension presents unique challenges to classroom teachers and test developers alike; and the criteria used in selecting a variety and range of appropriate texts is essential to meeting those purposes. In the classroom, students learn to apply and practice a variety of reading strategies, for different purposes and with different text types. Over time, students who are exposed to a variety of text types with increasing complexity also learn how text features differ by genre, and they gain confidence in peeling back the layers of complexity for a deeper understanding of what is read. ... Passages for reading assessment, drawn from “authentic” text whenever possible, should always include both literary and informational texts. A series of questions accompanying each reading passage may include initial understanding of text, analysis and interpretation of text, or a combination of both types of questions, especially for longer texts” (Hess & Biggam, p.1, 2004).

Criteria for determining increasing text complexity include *factors that interact* to affect the relative difficulty of texts. These factors include:

- **Length of Text** affects the ability of students to sustain engagement with the text.
- **Format and Layout of Text** includes how the text is organized, size and location of print and white space, graphics, and other book/print features (e.g., numbering, bullets, graphics and visuals) that support the organization and presentation of the information.
- **Genre and Characteristic Features of the Text.** When students have begun to generalize what is typical of each genre of text (e.g., a fable is a fantasy story with a lesson; a play presents dialogue in a way distinct from narrative texts; an essay generally begins with a thesis/proposition and lays out support for it) they are better able to anticipate how information will be organized, thus supporting their comprehension when encountering new texts.
- **Level of Reasoning Required** to interpret the author’s purpose and message can be quite complex while the actual words and sentence structure appear on the surface to be simplistic. For determining this factor, consider the sophistication of themes and ideas presented, or use of abstract metaphors and other literary devices.
- **Text Structures** are the *internal organizational structures* used within paragraphs or longer texts, appropriate to genre and purpose. Research in literacy learning indicates that: a) an understanding of various text structures and their purposes enhances student’s ability to comprehend what is read; and b) that some text structures are more easily learned and understood before other more complex structures. Increasingly complex structures tend to follow this general progression: sequence (procedure), chronology (time order), description, definition, compare-contrast, cause-effect, problem-solution, proposition-support, critique, and inductive-deductive. Each text structure has associated semantic cues and signal words and phrases that help readers understand how the information is organized, as well as compose texts with greater coherence and clarity (Hess, 2008).
- **Discourse Style** (e.g., sarcasm, satire, humor) provides a view into author’s perspective, style, voice, and sometimes potential biases, as well as adding a more complex dimension of language use for readers to interpret.
- **Word Difficulty and Language Structure** includes vocabulary and sentence type and complexity of words or structure, often determined through the use of multiple readability formulas, such as Lexiles.
- **Background Knowledge and/or Degree of Familiarity with Content** needed by the reader to understand the content (e.g., historical, geographical, or literary references) will greatly inhibit or enhance comprehension depending on both the degree to which a student has read widely and discussed texts in the past (building background/world knowledge) and how well prepared they are to read a text that might require additional background knowledge for deeper comprehension (e.g., Martin Luther King, Jr.’s 1963 “Letter from a Birmingham Jail” includes historical and biblical references).

More about Words, Language Features, & Structure (adapted from Beck, I., McKeown, M., & Kucan, L. *Bringing Words to Life*, 2002, 2008) Also see *CCSS for ELA, Appendix A* (pages 33-35) for examples.

- **Tier 1:** Words that rarely require instructional attention in school; Familiar words with high frequency, everyday use. These words are generally of Anglo-Saxon origin and not considered a challenge for native speakers of English.
- **Tier 2:** Words with high utility; considered high frequency use for mature language users; Found across a variety of domains and texts; Vary according to age and development; Words we assume students know, but often they have only “heard” the word, (e.g., glance, confident, commotion, regret, relative, faltered, solution) . These are words the CCSS refers to as “academic words.”
- **Tier 3:** Low frequency words, often limited to content-specific domains; Important to learn when the specific need arises; Critical for content area learning; found most often in informational texts. These are words the CCSS refers to as “domain-specific words” (e.g., lava, legislature, circumference).

Additional Text Complexity Readings & Resources

Text Structures - See also: Hess, K. (2008). “Teaching and Assessing Understanding of Text Structures across Grades” [online] available: http://www.nciea.org/publications/TextStructures_KH08.pdf

Text Complexity – See also:

CCSS for ELA, Appendix A (pages 2-10). [online] available:
http://www.corestandards.org/assets/Appendix_A.pdf

Hess, K. & Biggam, S. (2004) “A Discussion of Text Complexity, Grades K-High School” published by NH, RI, and VT Departments of Education as part of the New England Common Assessment Program (NECAP) Grade Level Expectations for Reading. [online] available:
http://www.nciea.org/publications/TextComplexity_KH05.pdf

“Find a Book:” This free book search utility (<http://www.lexile.com/fab>) makes it easy for young people to find books at their reading level, whether they are reading for school or for pleasure. Lexile measures match a young person’s reading ability with high-interest books at an appropriate level of difficulty to help him or her grow as a reader. The site includes a growing collection of English and Spanish fiction and nonfiction books.

On the follow pages, are a planning worksheet for examining texts, an annotated text illustrating a qualitative analysis of text complexity, followed by text complexity rubrics with descriptors of a continua of increasing complexity for informational and literary texts. Text complexity rubrics were developed and refined for use in classrooms with middle and high school teachers in NYC involved in a pilot project during the 2010-2011 school year under the direction of Sheena Hervey (AUSSIE) and Karin Hess (NCIEA).

Planning Worksheet: Analyzing Features of Text Complexity for Instruction & Assessment

Text or text passage:

Genre:

Approximate reading time (indicate silent _____ or oral _____) Lexile _____ or Level _____

Factors that Influence Text Complexity	Characteristics of this Text	Identify Best/Appropriate CC standards for assessment & instructional supports
Length of Text		
Format and Layout of Text: to what degree does the text layout support comprehension? (e.g., bold key words, visuals, inset text with definitions, white space, signposts=quotation marks, sub heading)		
Genre & Characteristic Features of Genre		CC standards Supports/scaffolding
Level of Meaning & Reasoning Required by Reader (sophistication or complexity of themes or ideas presented)	<i>Theme(s)/Key Concept(s)</i> <i>Explicit-Implied Purposes</i>	CC standards Supports/scaffolding
Text Structure (sequence, chronology, description, definition, compare-contrast, cause-effect, problem-solution, proposition-support, judgment/critique, inductive-deductive) & Discourse Style (sarcasm, satire, irony, humor, etc.)	<i>Text Structure(s)</i> <i>Semantic cues/signal words</i> <i>Discourse style(employs use of literary devices)</i>	CC standards Supports/scaffolding
Words, Language Features, & Structure <ul style="list-style-type: none"> • Word length, word frequency • Sentence length; transitions • Potential levels of meaning (single-multiple; explicit-implicit) • Precise/nuanced meaning • Domain-specific 	<i>Tier 2 words-academic words (precise, contextual, literal-figurative, archaic)</i> <i>Tier 3 words (technical, content/domain-specific)</i>	CC standards Supports/scaffolding
Background Knowledge Demands or Degree of Familiarity with Content Required (prior knowledge, multiple perspectives, embedded citations)	<i>Embedded references (literary, historical, cultural, economical, political, etc.)</i>	CC standards Supports/scaffolding

Introduction to *Bearing Witness: Portraits of Americans Dreaming*

Introduction to Portraits of Americans Dreaming

Since its founding in 1776, the United States has promoted itself as the land of opportunity. In the early years of the nation, the dream was tied to the widespread availability of land. Over time, it has evolved to signal a person's ability, through effort, to achieve prosperity regardless of their origins. In addition, it is the opportunity to make individual choices without the prior restrictions that limited people according to their class, caste, religion, race, or ethnicity. At its most expansive, the dream includes the belief that one's children will grow up safe, healthy, and educated; that they will become capable of a career and even greater prosperity, without barriers due to class, race or gender.

The term "American Dream" was first used by historian [James Truslow Adams](#) in his book *Epic of America* (1931):

The American Dream is that dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to ability or achievement. It is a difficult dream for the [European upper classes](#) to interpret adequately, also too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of [social order](#) in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous [circumstances](#) of birth or position.

Adams also wrote:

The American Dream...that has lured tens of millions of all nations to our shores in the past century has not been a dream of material plenty, though that has doubtlessly counted heavily. It has been a dream of being able to grow to fullest development as a man and woman, unhampered by the barriers which had slowly been erected in the older civilizations, unrepressed by social orders which had developed for the benefit of classes rather than for the simple human being of any and every class.

[Martin Luther King](#) used the concept of the American Dream to anchor the Civil Rights movement. In his famous "Letter from a Birmingham Jail" (1963), he wrote:

We will win our freedom because the sacred heritage of our nation and the eternal will of God are embodied in our echoing demands. . . . when these disinherited children of God sat down at lunch counters they were in reality standing up for what is best in the American dream and for the most sacred values in our Judeo-Christian heritage, thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

This dream has not been easy to sustain and realize. Some would say that it is a myth – even a mirage – that eludes most Americans. Numerous authors, such as [Sinclair Lewis](#) in his 1922 novel *Babbitt*, satirized the materialism and shallowness that he saw in the chase for the American dream. In *The Great Gatsby*, Nick Carraway describes how the pursuit of opportunity became "the service of a vast, vulgar, and meretricious beauty." In 1949 [Arthur Miller](#) wrote the play "Death of a Salesman" in which the American Dream is portrayed as a fruitless pursuit that destroys and deludes.

Numerous complex sentences with subordinate clauses and transitions words

Quotes with minimal signposting

Archaic language

Complex sentences with multiple concepts

Figurative language

vocabulary with multiple meaning

Meaning includes more complex concepts and a higher level of detail and while is implicit throughout the text, is explicitly stated at the end

Obscure citations

Gradients in Complexity: Text Complexity Rubric for **Informational** Texts

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Text complexity sample for Bearing Witness: Portraits of Americans Dreaming				
	<i>Simple Texts</i> [1]	<i>Somewhat Complex Texts</i> [2]	<i>Complex Texts</i> [text mostly ranked a "3"]	<i>Very Complex Texts</i> [4]
Layout	Consistent placement of text, regular word and line spacing, often large plain font	May have longer passages of uninterrupted text, often plain font	Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font	Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print
	Graphics, captioned photos, labelled diagrams that directly support and help interpret the written text	Graphs, photos, tables, charts, diagrams that directly support the text	Essential integrated graphics, tables, charts, formulas (necessary to make meaning of text)	Extensive/complex, intricate, essential integrated tables, charts, formulas necessary to make connections or synthesize concepts presented
	Simple indexes, short glossaries	Indexes, glossaries, occasional quotes, references	Embedded quotes , concluding appendices, indexes, glossaries, bibliography	Abstracts, footnotes, citations and detailed indexes, appendices, bibliography
	Supportive signposting and enhancements	Reduced signposting and enhancements	Minimal signposting and/or enhancements	Integrated signposting conforming to disciplinary formats. No enhancements
Purpose & Meaning	A single or simple purpose conveying clear or factual information	Purpose involves conveying a range of ideas with more detailed information or examples	Purpose includes explaining or interpreting information, not just presenting it	Purpose may include examining/evaluating complex, sometimes theoretical and contested information
	Meaning is clear, concrete with a narrow focus	Meaning is more involved with a broader focus	Meaning includes more complex concepts and a higher level of detail	Meaning is intricate, with abstract theoretical elements
Structure/Discourse	The discourse style & organization of the text is clear or chronological and/or easy to predict	The organization of the text may include a thesis or reasoned explanation in addition to facts	The organization of the text may contain multiple pathways, more than one thesis and/or several genres	The organization of the text is intricate or specialized for a particular discipline or genre.
	Connections between ideas, processes or events are explicit and clear.	Connections between some ideas, processes or events are implicit /subtle	Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle.	Connections between an extensive range ideas, processes or events are deep, intricate and often implicit or subtle.
	One primary text structure is evident	Includes a main text structure	Includes different text structure types of varying complexity	Includes sustained complex text structure types and/or specialized, hybrid text types
Language Features	Mainly simple sentences	Simple and compound sentences with some more complex constructions	Many complex sentences with increased subordinate phrases and clauses or transition words	Mainly complex sentences, often containing multiple concepts
	Simple language style, sometimes with narrative elements	Increased objective style and passive constructions with higher factual content	Objective/passive style with higher conceptual content and increasing nominalization	Specialized disciplinary style with dense conceptual content and high nominalization
	Vocabulary is mostly familiar	Includes some unfamiliar, context-dependent or multiple meaning words	Includes much academic (nuanced) vocabulary and/or some domain specific (content) vocabulary	Includes extensive academic (nuanced, precise) and/or domain specific (content) vocabulary
Background Knowledge Demands	General topic is familiar, with details known by reader	General topic is familiar, with some details new to reader (cultural, historical, literary, political, legal, etc.)	General topic is somewhat familiar but with many details unknown to reader	General topic is mostly unfamiliar with most details unknown to reader (cultural, historical, literary, political, legal, etc.)

Gradients in Complexity: Text Complexity Rubric for Literary Texts

	<i>Simple Texts</i> [1]	<i>Somewhat Complex Texts</i> [2]	<i>Complex Texts</i> [3]	<i>Very Complex Texts</i> [4]
Layout	Consistent placement of text, regular word and line spacing, often large plain font	May have longer passages of uninterrupted text, often plain font	Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font	Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print
	Numerous illustrations that directly support and help interpret the written text	A range of illustrations that support selected parts of the text	A few illustrations that support the text OR includes images that require some interpretation	Minimal or no illustrations that support the text OR includes images/text layout that require deeper interpretation (e.g., symbolism or recursive reading)
	Supportive signposting and enhancements	Reduced signposting and enhancements	Minimal signposting and/or enhancements	Integrated signposting conforming to literary devices. No enhancements
Purpose and Meaning	Purpose usually stated explicitly in the title or in the beginning of the text	Purpose tends to be revealed early in the text, but may be conveyed with some subtlety	Purpose is implicit and may be revealed over the entirety of the text	Purpose implicit or subtle, is sometimes ambiguous and revealed over the entirety of the text
	One level of meaning	More than one level of meaning, with levels clearly distinguished from each other	Several levels of meaning that may be difficult to identify/separate	Several levels and competing elements of meaning that are difficult to identify/separate and interpret
	Theme is obvious and revealed early in the text	Theme is clear and revealed early in the text, but may be conveyed with some subtlety	Theme may be implicit or subtle, is sometimes ambiguous and may be revealed over the entirety of the text	Theme is implicit or subtle, is often ambiguous, and is revealed over the entirety of the text
Structure/ Discourse	The discourse style & organization of the text is clear, chronological and/or easy to predict or follow	The organization of the text may have additional characters, two or more storylines and is occasionally difficult to predict	The organization of the text may include, subplots, time shifts and more complex characters	The organization of the text is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail
	Connections between events or ideas are explicit and clear.	Connections among events or ideas are sometimes implicit or subtle	Connections among events or ideas are often implicit or subtle	Connections among events or ideas are implicit or subtle throughout the text.
	One primary text structure is evident (e.g., chronology)	Includes a main text structure with 1-2 embedded structures	Includes different text types of varying complexity	Includes sustained complex text types and hybrid or non-linear texts
Language Features	Mainly short, simple sentences	Simple and compound sentences with some more complex constructions	Many complex sentences with increased subordinate phrases and clauses	Many complex sentences, often containing intricate detail or concepts
	Simple, literal language; predictable	Mainly literal, common language	Some figurative or literary language	Much figurative language or use of literary devices (metaphor, analogy, connotative language literary allusion, etc.)
	Vocabulary is mostly familiar for grade level; frequently appearing words	Some unfamiliar or context-dependent, multiple meaning words	Includes much academic vocabulary and some domain specific (content) vocabulary	Includes extensive academic and domain specific (content) vocabulary, and possibly archaic language
Bk Knowledge Demands Literary/Fiction	Minimal assumed personal experience or background knowledge needed	Some assumed personal experience and/or knowledge of cultural or historical or ideas	Much assumed personal experience and/or explicit references to cultural, historical, literary, or political knowledge	Extensive, demanding, assumed personal experience and implied cultural, historical, literary, or political knowledge
	Simple, straightforward ideas	Both simple and more complex ideas	A range of recognizable ideas and challenging concepts or themes	Many new ideas, perspectives, and/or complex, challenging concepts