

# **DRAFT**

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

### **REVIEW DRAFT**

**Available for Consortium and Stakeholder Review and Feedback  
August 9, 2011**

**Developed with input from content experts and SMARTER Balanced  
Assessment Consortium Staff, Work Group Members, Technical Advisory  
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## INTRODUCTION AND BACKGROUND

**Using This Document:** This version of the SMARTER Balanced Assessment Consortium’s work on Content Specifications and Content Mapping is presented as a set of several materials, all with a release date of August 9, 2011. This version, the first of two public releases available for review and feedback, invites commentary from all interested stakeholders in the Consortium’s work. Instructions on how to submit comments and feedback can be found in the [Resources](#) section of the Consortium’s Web site: [www.smarterbalanced.org](http://www.smarterbalanced.org)

Pages 1-53 represent the core of this document, and should be read carefully for comment and feedback. Two sets of appendices are intended to provide further elaboration of our work so far. The first set – Appendices A, B, and C – are embedded in this document, as they might be most useful for a reader to have ready at-hand. The second set – Appendices D-E – are provided as stand-alone resources that provide additional detail to our current developments.

In addition to this document and the addendum of Appendices D-E, we are making available two [online surveys](#) for stakeholder feedback – one for use by individuals and that will capture responses from a group. We know there is a lot of interest in this release, and anticipate a very large volume of feedback. To ensure that comments and suggestions are received and considered, **we ask readers to be sure to use the online survey** as the vehicle for providing responses.

This document is the first of several to be released by the Consortium seeking comment from its members and other stakeholders. The table below outlines the schedule for the two rounds of public review for the content specifications of English language arts/literacy and mathematics.

### **SBAC Content Specifications and Content Mapping** **Development Timelines and Activities**

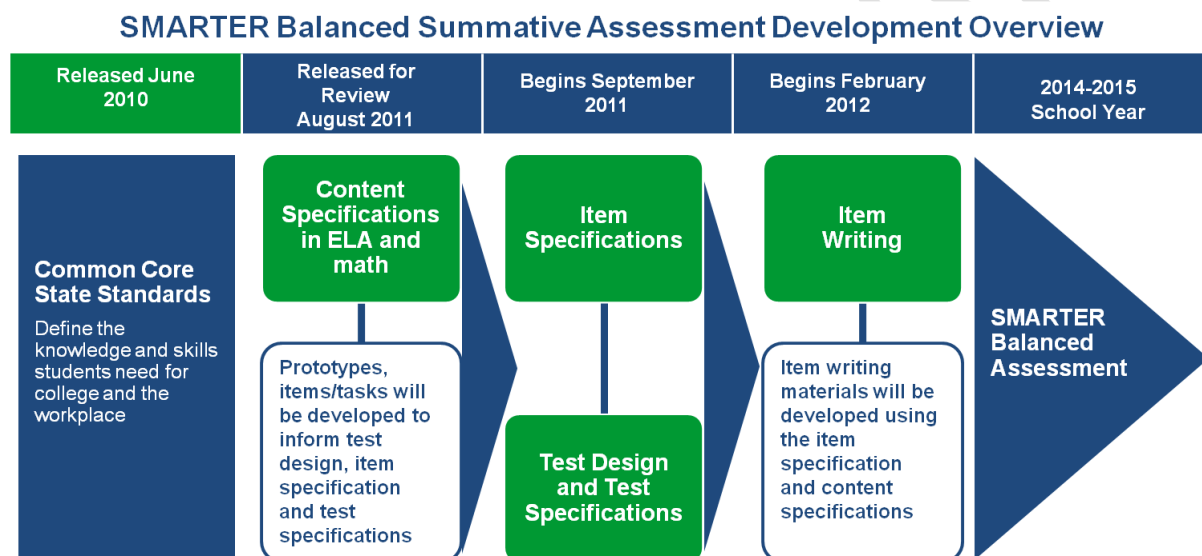
<b>Review Steps</b>	<b>Date</b>
<b>Internal Review Start: ELA/Literacy</b> - ELA/Literacy content specifications distributed to specific SBAC work groups for initial review and feedback	07/05 (Tue)
<b>Internal Review Due: ELA/Literacy</b> - Emailed to SBAC	07/15 (Fri)
<b>Technical Advisory Committee (TAC) Review Liaison Review: ELA/Literacy</b> - Draft submitted to TAC for review, comment, and feedback	07/27 (Wed)
<b>Webinar: ELA/Literacy (including Evidence Based Design orientation)</b> - Orientation for SBAC members to Evidence Based Design and walkthrough of draft ELA/Literacy specifications document	08/08 (Mon)
<b>Release for Review: ELA/Literacy (Round 1)</b> - ELA/Literacy specifications documents posted on SBAC Web site & emailed to stakeholder groups	08/09 (Tue)
<b>Internal Review Start: Mathematics</b> - Mathematics content specifications distributed to specific SBAC work groups for preliminary review and feedback	08/10 (Wed)

<b>Technical Advisory Committee (TAC) Review Liaison Review: Mathematics</b> - Draft submitted to TAC for review, comment, and feedback	08/10 (Wed)
<b>Internal Review Due: Mathematics</b> - Emailed to SBAC	08/15 (Mon)
<b>Release to Item Specifications to Bidders: ELA/Literacy and Mathematics</b> - Current drafts of ELA/Literacy and Mathematics content specifications posted to OSPI Web site to support Item Specifications RFP process	08/15 (Mon)
<b>Updated Release of Specifications to Bidders: ELA/Literacy &amp; Mathematics</b> - Updated content specifications (as necessary) posted on OSPI Web site to support Item Specifications RFP process	08/22 (Mon)
<b>Webinar: Mathematics</b> - Walkthrough for SBAC members of the draft Mathematics specifications document	08/22 (Mon)
<b>Release for Review: Mathematics (Round 1)</b> - Mathematics content specifications posted on SBAC External Site & emailed to stakeholder groups	08/22 (Mon)
<b>Feedback Surveys Due: ELA/Literacy (Round 1)</b> - Emailed to SBAC	08/29 (Mon)
<b>Feedback Surveys Due: Mathematics (Round 1)</b> - Emailed to SBAC	09/12 (Mon)
<b>Release for Review: ELA/Literacy (Round 2)</b> - ELA content specifications posted on SBAC External Site & emailed to stakeholder groups	09/19 (Mon)
<b>Feedback Surveys Due: ELA/Literacy (Round 2)</b> - Emailed to SBAC	09/26 (Mon)
<b>Final Content Specifications and Content Mapping Released: ELA/Literacy</b> - Final ELA content specifications and content mapping posted to External Web site; email notification sent to member states and partner organizations	10/03 (Mon)
<b>Release for Review: Mathematics (Round 2)</b> - Mathematics content specifications posted on SBAC External Site & emailed to stakeholder groups	10/03 (Mon)
<b>Feedback Surveys Due: Mathematics (Round 2)</b> - Emailed to SBAC	10/10 (Mon)
<b>Final Content Specifications and Content Mapping Released: Mathematics</b> - Final Mathematics content specifications and content mapping posted to External Site; email notification sent to member states and partner organizations	10/17 (Mon)

The contents of this document describe the extent of the Consortium's current development to specify critically important claims about student learning that are derived from the Common Core State Standards. When finalized, these claims will serve as the basis for the Consortium's system of summative and interim assessments and its formative assessment support for teachers. Open and transparent decision-making is one of the Consortium's central principles. This draft of the English language arts/Literacy content specifications is being made available for comment consistent with that principle, and all responses to this work will be considered as it continues to be refined.

**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 along a learning continuum, 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 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. Curriculum and assessments are organized around a set of learning progressions<sup>1</sup> along multiple dimensions within subject areas. These 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 21<sup>st</sup> 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:

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<sup>1</sup> Empirically-based learning progressions can visually and verbally articulate a hypothesis, or an anticipated path, of how student learning will typically move toward increased understanding over time with good instruction (Hess, Kurizaki, & Holt, 2009).

- Developing assessments around learning progressions that allow 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 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.<sup>2</sup> 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,

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<sup>2</sup> 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).



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 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 (see pp. 25-26), 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.

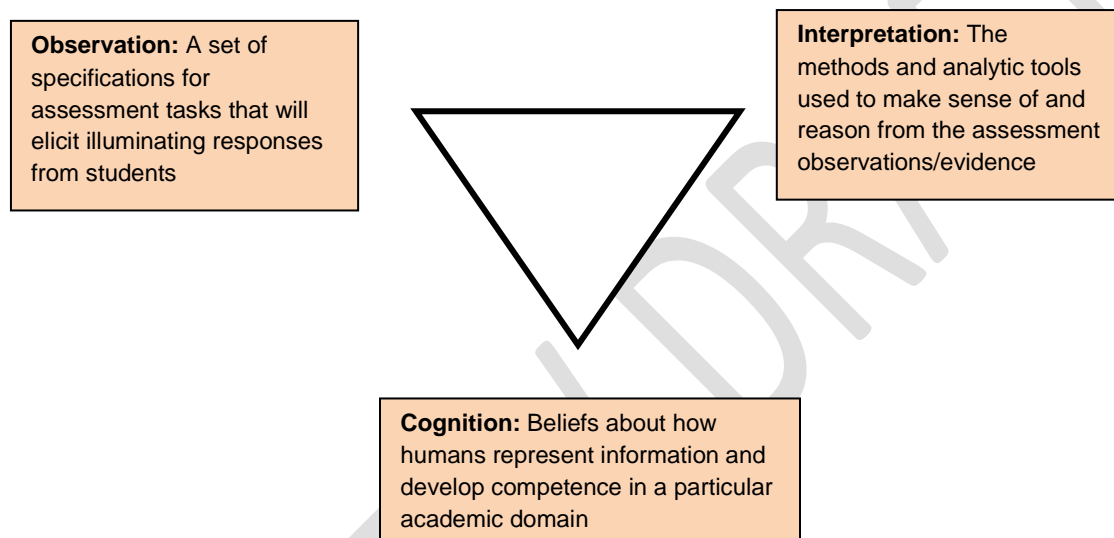
**Further Readings:** Each of the SBAC assessment system principles is interwoven throughout this document in describing the content mapping and content specifications. Readers may want to engage in additional background reading to better understand how the concepts below have influenced the development 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 Pellegrino, Chudowsky, & Glaser, 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; Bechard, 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 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 with “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 – 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” (Pellegrino, Chudowsky, and Glaser, 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. 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.**

### **Five 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***

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

**Claim #2** - Students can produce effective 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 appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.

**Claim #5** - Students can use oral and written language skillfully across a range of literacy tasks.

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:** Tables that display assessment targets follow the description of sufficient evidence to support each claim. These summative assessment targets (evidence) at each grade level represent the prioritized content for assessment. Suggested interim and formative assessment targets (evidence) at each grade level are also being developed for each claim (shown in Appendix A) and represent critical learning and/or content standards that ensure development and practice of pre-requisite skills and concepts applied and assessed in summative items/tasks. The formative evidence represents smaller learning chunks that teachers can use to monitor ongoing progress in the classroom.

**NOTE**

The assessment targets after each claim in this document are shown for three grade levels only: Grade 4, Grade 8, and Grade 11.

Assessment targets will be built for each grade level, grades 3-11. However, the Consortium wants to have this review document available to the field for review and feedback before expanding the current targets to other grade levels.

Each of the Assessment Target tables

- **Indicates proposed 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 (or parts) of the Common Core standards addresses the target:**  
Each target is mapped back to the CC standards. Item developers will refer to specific Common Core standards when writing passage-specific items.

For example:

Sample Assessment Targets (grade 4)	What CC linkage shows	What <u>content</u> items/tasks for this target could assess
<b>2. CENTRAL IDEAS:</b> Identify or summarize central ideas/ key events <b>Standards: RL-2, RL-3</b>	<b>Parts of two CC standards that relate to understanding central ideas of texts-</b> requires basic understanding of texts	<b>RL-2</b> Determine a theme of a story, drama, or poem from details in the text; <u>summarize the text.</u> <b>RL-3</b> 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).
<b>3. WORD MEANINGS:</b> Determine word meanings, multiple meanings, or shades of meaning based on word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), context, or use of resources (e.g., dictionary) <b>Standards: RL-4; L-4, L-5c</b>	<b>Several similar CC standards from different strands related to understanding word meanings – use of context, word relationships, glossary, etc.-</b> requires word solving skills and use of context to determine meaning	<b>RL-4</b> 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). <b>L-4</b> 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. <b>L-5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<b>4. REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify/ explain inferences (character development/ traits, first or third person point of view, theme/author's message) <b>Standards: RL-2, RL-3, RL-6</b>	<b>CC standards (or parts) that relate to the ability to make inferences and analyze –</b> requires deeper understanding and text evidence to support analysis and reasoning	<b>RL-2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>RL-3</b> Describe in depth a character, setting, or event in a story or drama, <u>drawing on specific details in the text</u> (e.g., a character's thoughts, words, or actions). <b>RL-6<sup>3</sup></b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

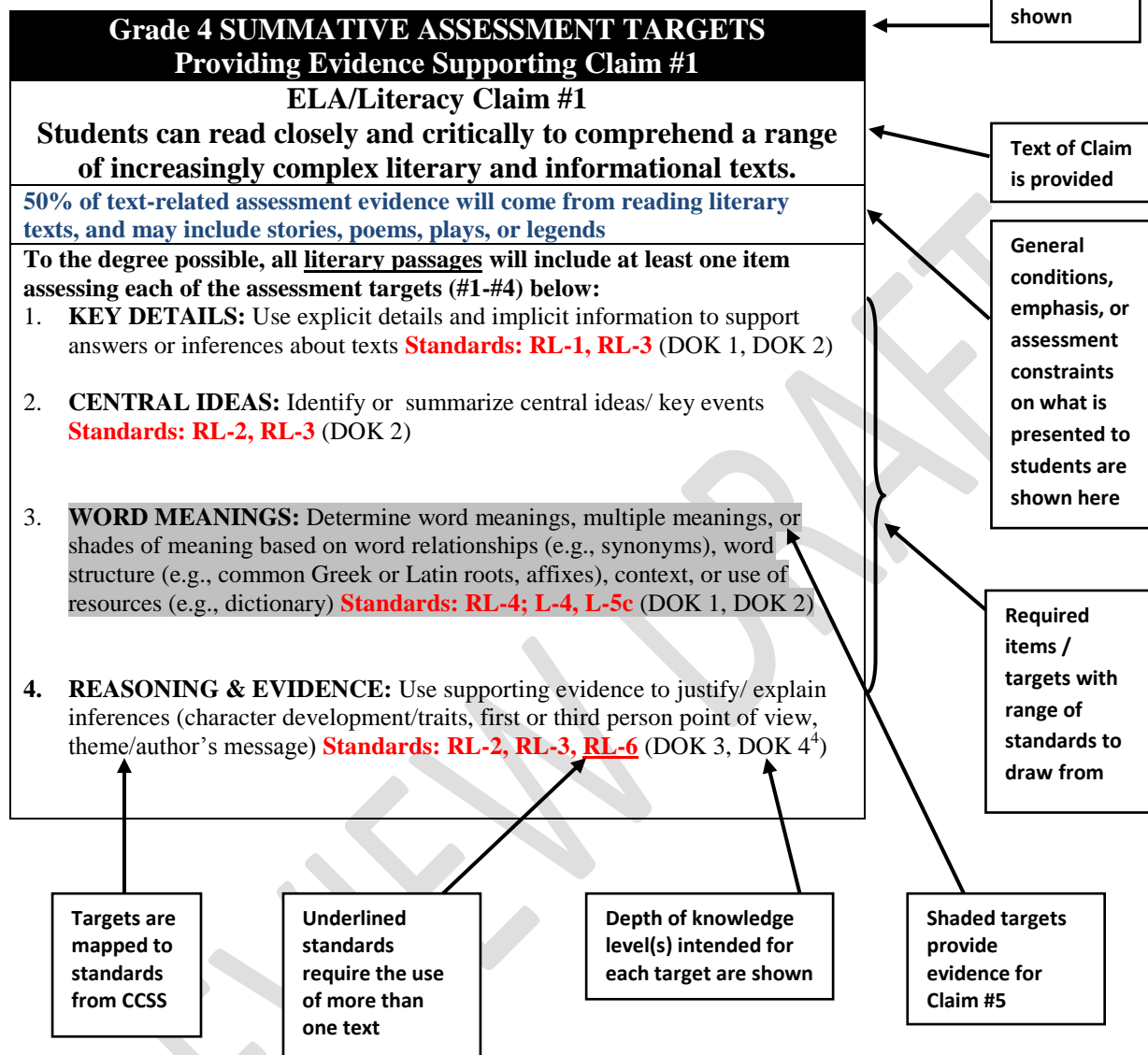
- **Identifies the intended Depth of Knowledge level for assessment targets and test items/tasks:** The likely depth-of-knowledge level (DOK) for each is provided. (The schema used for the DOK designations is provided in Appendix B of this document.)
- Illustrates how assessment targets relate to a hypothesized learning progression across grade levels (See excerpts from the example reading Learning Progressions Frameworks (LPFs) in Appendix C.)

The annotated graphic below 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.

<sup>3</sup> CC Standards that are underlined indicate that more than one text or text format is required for assessment items.

## How to Read and Interpret the Assessment Targets Tables

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



**Proposed Reporting Categories:** Following the tables of assessment targets for each claim “Proposed Reporting Categories.” The summative assessment for English language arts/literacy will generate an overall “ELA/Literacy” to meet accountability reporting requirements for ELA/Literacy. In addition, a score will be generated for each of the five claims. There are likely to be a sufficient number of score points for Claims #1 and #2 to support the reporting of performance at a more detailed level, if not at the individual student, perhaps at aggregated levels of classrooms or schools. The table below summarizes the current formulation of reporting categories that could be derived from the assessment targets.

<sup>4</sup> 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 with a single text would be DOK level 3.



### Summary of Proposed Score Reporting Categories

Total Score for English language arts/Literacy				
Reading Score	Writing Score	Speaking and Listening Score	Inquiry/ Research Score	Oral and Written Language Score
Sub-scores <ul style="list-style-type: none"><li>• Literary Text</li><li>• Informational Text</li></ul>	Sub-scores <ul style="list-style-type: none"><li>• Organization</li><li>• Providing Evidence</li><li>• Conventions</li></ul>			

**Other Assessment Notes:** Finally, after the Proposed Reporting Categories, we provide a brief section for each claim that discusses assessment issues and/or opportunities that, at this time, appear to be 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.

## **Part II – Claims, Rationale, Evidence, Assessment Targets, Proposed Reporting Categories**

### ***ELA/Literacy Claim #1***

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

### ***Rationale for ELA/Literacy Claim #1***

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 a variety of texts, including 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. At the heart of the Common Core 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).

### ***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. 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 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 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.

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. Suggested classroom-based interim and formative assessment targets are provided in Appendix A, representing smaller learning chunks that teachers can use to monitor ongoing progress in the classroom of critical learning and/or content standards.

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.)

Shaded areas show Assessment Targets that will be used to provide evidence for Claim #5.

## Grade 4 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #1

#### ELA/Literacy Claim #1

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

<p><b>50% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays, or legends</b></p>	<p><b>50% of text-related assessment evidence will come from reading informational texts, and may include science, social studies, and technical texts/topics</b></p>
<p><b>To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets (#1-#4) below:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Use explicit details and implicit information to support answers or inferences about texts <b>Standards: RL-1, RL-3</b> (DOK 1, DOK 2)</li> <li><b>CENTRAL IDEAS:</b> Identify or summarize central ideas/ key events <b>Standards: RL-2, RL-3</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine word meanings, multiple meanings, or shades of meaning based on word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), context, or use of resources (e.g., dictionary) <b>Standards: RL-4; L-4, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify/ explain inferences (character development/traits, first or third person point of view, theme/author's message) <b>Standards: RL-2, RL-3, RL-6</b> (DOK 3, DOK 4<sup>5</sup>)</li> </ol> <p><b>Use the specific passage (or two texts) to determine two additional assessment targets (#5, #6, or #7) to be assessed in relation to the text(s):</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Specify or explain relationships within or across texts (e.g., compare/contrast, problem/solution, cause/effect) <b>Standards: RL-6, RL-7, RL-9</b> (DOK 2, 3, 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structure or features (visual information) to gain, interpret, or explain information <b>Standards: RL-5, RL-7</b> (DOK 2, 3)</li> <li><b>LANGUAGE USE:</b> Determine or interpret figurative meanings of words and phrases used in context <b>Standards: RL-4; L-5a, L-5b</b> (DOK 2, DOK 3)</li> </ol>	<p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Use explicit details and implicit information to support answers or inferences about texts <b>Standards: RI-1, RI-3</b> (DOK 1, 2)</li> <li><b>CENTRAL IDEAS:</b> Identify or summarize central ideas/ key events, or procedures <b>Standards: RI-2, RI-3</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine word meanings, multiple meanings, or domain-specific word meanings based on word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), context, or use of resources (e.g., glossary) <b>Standards: RI-4; L-4</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> Use supporting evidence to justify or interpret how information is presented or integrated (author's reasoning, type of account, visual information, concepts, ideas) <b>Standards: RI-3, RI-6, RI-7, RI-8, RI-9</b> (DOK 3, DOK 4)</li> </ol> <p><b>Use the specific passage (or two texts) to determine two additional assessment targets (#12, #13, or #14) to be assessed in relation to the text(s):</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Specify or explain relationships within or across texts (e.g., compare-contrast, cause-effect, integrate information) <b>Standards: RI-7, RI-9</b> (DOK 2, DOK 3)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structure and features (visual information) to gain, interpret, or explain information <b>Standards: RI-5, RI-7</b> (DOK 2)</li> <li><b>LANGUAGE USE:</b> Determine or interpret figurative meanings of words and phrases used in context <b>Standards: L-5a, L-5b</b> (DOK 2, DOK 3)</li> </ol>

<sup>5</sup> 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 with a single text would be DOK level 3.

## Grade 8 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #1

#### ELA/Literacy Claim #1

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

<p><b>45% of text-related items will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction</b></p>	<p><b>55% of text-related items will come from reading informational texts, and may include biographies, and science, social studies, and technical texts/topics</b></p>
<p><b>To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets, #3 and #4 and one item assessing target #1 or assessing target #2:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Identify explicit textual evidence to support inferences made or conclusions drawn about texts <b>Standards: RL-1, RL-3</b> (DOK 2)</li> <li><b>CENTRAL IDEAS:</b> Summarize central ideas/key events using key details <b>Standards: RL-2</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) <b>Standards: RL-4; L-4, L-5b, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (character development/ interactions, point of view, theme, conflicts, plot development) <b>Standards: RL-2, RL-3, RL-6</b> (DOK 3)</li> </ol> <p><b>Use the specific passage (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:</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Analyze relationships within or across texts, including author's discourse style (dramatic irony, humor, satire) <b>Standards: RL-3, RL-5, RL-7, RL-9</b> (DOK 2, 3, 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structures or features (visual information) to analyze the impact on meaning or presentation <b>Standards: RL-5, RL-7</b> (DOK 3, DOK 4)</li> <li><b>LANGUAGE USE:</b> Interpret impact or intent of figurative meanings of words and phrases used in context <b>Standards: RL-4; L-5a</b> (DOK 3)</li> </ol>	<p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Identify explicit text evidence to support inferences made or conclusions drawn about texts <b>Standards: RI-1, RI-3</b> (DOK 2)</li> <li><b>CENTRAL IDEAS:</b> Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details <b>Standards: RI-2</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) <b>Standards: RI-4; L-4, L-5b, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> 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, relevance of evidence or elaboration to support claims, concepts, ideas) <b>Standards: RI-3, RI-6, RI-8</b> (DOK 3)</li> </ol> <p><b>Use the specific passage (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:</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Analyze one or more texts to determine how connections are made; or how conflicting information or presentation format reveals author interpretation of the topic or potential bias <b>Standards: RI-3, RI-7, RI-9</b> (DOK 3, DOK 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structures, formats, or features (visual information) to analyze the impact on meaning or presentation <b>Standards: RI-5, RI-7</b> (DOK 3, DOK 4)</li> <li><b>LANGUAGE USE:</b> Interpret impact or intent of figurative meanings of words and phrases used in context <b>Standards: RI-4; L-5a</b> (DOK 3)</li> </ol>

## Grade 11 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #1

#### ELA/Literacy Claim #1

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

<p>45% of text-related items will come from reading literary texts, and may include stories, poems, drama (comedies, tragedies), or literary nonfiction</p>	<p>55% of text-related items will come from reading informational texts, and may include historical U. S. documents, and science and technical texts</p>
<p><b>To the degree possible, all <u>literary passages</u> will include at least one item assessing each of the assessment targets, #3 and #4 and one item assessing target #1 <u>or</u> assessing target #2:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Identify explicit textual evidence to support inferences made or conclusions drawn about texts <b>Standards: RL-1, RL-3</b> (DOK 2<sup>6</sup>)</li> <li><b>CENTRAL IDEAS:</b> Summarize central ideas/key events using key details <b>Standards: RL-2</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) <b>Standards: RL-4; L-4, L-5b, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (character development/ interactions, point of view, universal themes, conflicts, plot/subplots development) <b>Standards: RL-2, RL-3, RL-6</b> (DOK 3)</li> </ol> <p><b>Use the specific passage (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:</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS</b> Analyze relationships within or across texts, including author's discourse style (dramatic irony, humor, satire) <b>Standards: RL-3, RL-5, RL-7, RL-9</b> (DOK 2, 3, 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structures or features (visual information) to analyze the impact on meaning or presentation <b>Standards: RL-5, RL-7</b> (DOK 3, DOK 4)</li> <li><b>LANGUAGE USE:</b> Interpret impact or intent of figurative meanings of words and phrases used in context <b>Standards: RL-4; L-5a</b> (DOK 3)</li> </ol>	<p><b>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:</b></p> <ol style="list-style-type: none"> <li><b>KEY DETAILS:</b> Identify explicit text evidence to support inferences made or conclusions drawn about texts <b>Standards: RI-1, RI-3</b> (DOK 2)</li> <li><b>CENTRAL IDEAS:</b> Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and details <b>Standards: RI-2</b> (DOK 2)</li> <li><b>WORD MEANINGS:</b> Determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) <b>Standards: RI-4; L-4, L-5b, L-5c</b> (DOK 1, DOK 2)</li> <li><b>REASONING &amp; EVIDENCE:</b> 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, relevance of evidence or elaboration to support claims, concepts, ideas) <b>Standards: RI-3, RI-6, RI-8</b> (DOK 3)</li> </ol> <p><b>Use the specific passage (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:</b></p> <ol style="list-style-type: none"> <li><b>ANALYZE RELATIONSHIPS:</b> Analyze one or more texts to determine how connections are made; or how conflicting information or presentation format reveals author interpretation of the topic or potential bias <b>Standards: RI-3, RI-7, RI-9</b> (DOK 3, DOK 4)</li> <li><b>STRUCTURES/FEATURES:</b> Relate knowledge of text structures, formats, or features (visual information) to analyze the impact on meaning or presentation <b>Standards: RI-5, RI-7</b> (DOK 3, DOK 4)</li> <li><b>LANGUAGE USE:</b> Interpret impact or intent of figurative meanings of words and phrases used in context <b>Standards: RI-4; L-5a</b> (DOK 3)</li> </ol>

<sup>6</sup> For assessment target #1, students identify/select appropriate supporting evidence for stated conclusions. They do NOT make and support their own conclusions; therefore, the DOK level is DOK 2, not DOK 3.

## General information about the 14 Assessment Targets for reading:

- Assessment targets #1, #2, #8, and #9 focus on comprehension, while targets #4 - #6 and #11-#13 assess the ability to compare-contrast, analyze, and/or synthesize information presented.
- Assessment targets #3, #7, #10, and #14 provide evidence of written language use. These items may be stand-alone or text-dependent items.
- Assessment targets #5, #6, #7, and #12, #13, and #14 are specific to passages selected and only then assessable; therefore, it would be difficult to include test items for all of these targets for all passages. These assessment targets (#5, #6, #7, and #12, #13, #14), along with targets #4 and #8 provide the best opportunities for using short and longer open-ended (CR) items, when students are asked to provide evidence from the text to support a deeper analysis or evaluation of information presented.

### *Proposed Reporting Categories for ELA/Literacy Claim #1*

The student's performance on assessment items and tasks on Claim #1 will contribute to an overall Total Score for ELA/Literacy.

There will also be a Total Reading score, based on the student's performance across the items and tasks from the Assessment Targets shown above, except for those that are shaded, which contribute to Claim #5.

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

### Comprehension and Analysis of Literary Texts

- **Comprehension:** *Summarizing central ideas and themes, locating key details, and making inferences* (Grades 3-11: Evidence from Assessment Targets #1 and #2); and
- **Analysis and Synthesis:** *Using textual evidence* (Grades 3-11: Evidence from Assessment Targets #4, #5, and #6)

### Comprehension and Analysis of Informational Texts

- **Comprehension:** *Including content-specific texts (summarizing and organizing information, locating key details, making inferences* (Grades 3-11: Evidence from Assessment Targets #8 and #9)
- **Analysis and Synthesis:** *Using textual evidence* (Grades 3-11: Evidence from Assessment Targets #11, #12, and #13)

[Assessment Targets #3, #7, #10, and #14 provide evidence in support of Claim #5 (Understand and Apply Language) and are reported as the Score Reporting Category under Claim #5.]



## *Other Assessment Notes for ELA/Literacy Claim #1*

**Text Selection for reading items** –Most or all reading items will be passage-dependent items. Approximately 4-8 reading passages will be selected for use at each grade level, depending on genre, length, and purpose. A series of items associated with one or more text will be included in each testlet. Text selection for passage-dependent items must consider more than lexile ranges or length of text and include other research-based factors.

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

[\[http://www.nciea.org/publications/TextComplexity\\_KH05.pdf\]](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**

An 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 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. For example, statements such as these are not part of the storyline, but occur in boldface type throughout the text and must be integrated for understanding. For example:

**\*\*\*\*\* A SMALL THEORY\*\*\*\*\***

**People observe the colors of a day only at its beginnings and ends, but to me it's quite clear that a day merges through a multitude of shades and intonations, with each passing moment. A single hour can consist of thousands of different colors. Waxy yellow, cloud-spat blues. Murky darknesses. In my line of work, I make it a point to notice them.**

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.

General guidelines, annotated text examples, and qualitative rubric descriptors for selecting literary and informational texts along a range of complexity, are included in Appendix G.

**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. (See also Appendix E for research related to access to grade level text in test and item design.)

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

- 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 passage 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 boxes can be optional drop-down boxes, accessed only if a student needs them.
- Reduce language load/simplify language in the question stems.
- Substitute more familiar words in question stems and distracters 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.

### **Developing a range of “novice” to “expert” items for the CAT item bank and performance tasks**

Test developers will apply an approach to item and task development with two central 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. “What distinguished expert from novice performers is not simply general mental abilities, such as memory or fluid intelligence, or general problem-solving strategies. Experts have acquired extensive stores of knowledge and skill in a particular domain. But perhaps most significant, their minds have organized this knowledge in ways that make it more retrievable and useful. ... Most important, they have efficiently coded and organized (chunks of) this information into well-connected schemas ... which helps them to notice features and meaningful patterns ... that might be overlooked by less competent learners. The schemas enable experts, when confronted with a problem, to retrieve the relevant aspects of their knowledge. ... Doing so, effectively moves the burden of thought from limited capacity of working memory to long-term memory” (Pellegrino, Chudowsky, & Glaser, 2010, pp. 72-73).

This approach to designing novice-to-expert level test items/tasks has also been proposed for use in mathematics. As described in, “Test Tasks for College and Career Readiness in Mathematics (MARS, 2011, p.1),” “For purposes of assessment... it is often useful to judge students’ understandings in expanding levels of complexity. Thus, mathematical skills and practices might be assessed partly in isolation, partly under scaffolded conditions, and partly when students face substantial problems without scaffolded support. We call tasks that assess these three different types of performance novice, apprentice, and expert tasks respectively.”

Item families developed for each grade-level passage should include a range of items aligned to assessment targets and text types: from those with added scaffolding or enhancements (such as described above) for novice performers and similar items/constructs with fewer enhancements for more skilled or expert readers. For example, shorter “chunked” texts might be used with novice items while expert items could make use of more items drawn from multiple texts. Additionally, the learning progressions progress indicators for reading (See Appendix B) provide

a continuum of least-to-more complex constructs for assessment of reading. Novice items could tap more items along the grade level's lower end of the continuum (and associated standards) where as Expert items would assess more constructs on the upper end of the continuum.

<i><b>ELA/Literacy Claim #2</b></i>
<b>Students can produce effective writing for a range of purposes and audiences.</b>

***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 met-cognitive 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 (30%). At grades 6-8, emphasis will shift slightly to: narrative writing (30%), informational writing (35%), and persuasive writing (arguments) to support claims about topics or texts (35%). At high school, greater assessment emphasis will be placed on writing informational texts (40%) and on writing reasoned arguments about a topic or in response to text(s) read (40%). 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 (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/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.

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. Suggested classroom-based interim and formative assessment targets are provided in Appendix A, representing smaller learning chunks that teachers can use to monitor ongoing progress in the classroom of critical learning and/or content standards.

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.)

Shaded areas show Assessment Targets that will be used to provide evidence for Claim #5.

## Grade 4 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #2

#### ELA/Literacy Claim # 2

**Students can produce effective 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	30% of the assessment evidence will come from composing, revising, or editing opinions on topics or texts
Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims #4 (Research) or #5 (Understand & Apply Language).		
<p>1. <b>WRITE/REVISE:</b> Write one or more paragraphs demonstrating narrative strategies (dialogue, sensory or concrete details, description), chronology, or authors' craft appropriate to purpose (detailing characters, plot, setting, or an event) <b>Standards: W-3a, W-3b, W-3c, W-3d, or W-3e (DOK 2<sup>7</sup>)</b></p> <p>2. <b>PLAN/WRITE:</b> Write full compositions demonstrating narrative strategies (dialogue, sensory or concrete details, description), structures, and authors' craft appropriate to purpose (detailing characters, plot, and setting) <b>Standards: W-3a thru W-3e; W-4 (DOK 3)</b></p>	<p>3. <b>WRITE/REVISE:</b> Write 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 <b>Standards: W-2a, W-2b, W-2c, or W-2e (DOK 2)</b></p> <p>4. <b>PLAN/WRITE:</b> Write full informational texts on a topic: organizing ideas by stating a focus, including supporting (text) evidence and elaboration, and a conclusion appropriate to purpose and audience <b>Standards: W-2a, W-2b, W-2c, W-2e, W-4, W-9 (DOK 3, DOK 4)</b></p> <p>5. <b>FEATURES:</b> Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning <b>Standards: W-2a, W-2b (DOK 2)</b></p>	<p>6. <b>WRITE/REVISE:</b> Write one or more paragraphs demonstrating ability to provide support for opinions about topics or texts: organize ideas by stating a context and focus, develop supporting evidence /reasons and elaboration, or develop a conclusion appropriate to purpose and audience <b>Standards: W-1a, W-1b, W-1c, W-1d, or W-9 (DOK 2)</b></p> <p>7. <b>PLAN/WRITE:</b> Write full persuasive/opinion pieces about topics or texts: organize ideas by stating a context and focus, develop supporting (text) evidence /reasons and elaboration, and develop a conclusion appropriate to purpose and audience <b>Standards: W-1a thru W1-d, W-4, W-9 (DOK 3, DOK 4)</b></p>
<p>8. <b>LANGUAGE USE:</b> Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when editing or composing texts <b>Standards: W-2d, W-3d, L-3a, L-3c, L-6 (DOK 1)</b></p> <p>9. <b>EDIT:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts <b>Standards: L-1, L-2, L-3b (DOK 1)</b></p> <p>10. <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts <b>Standards: W-6 (DOK 1)</b></p>		

<sup>7</sup> Shorter writing pieces of 1-2 paragraphs, used to demonstrate application of basic organizational structures, are generally DOK 2 level items. Full planned compositions (introduction, body, supporting evidence, and conclusion), would be DOK level 3 at minimum.

Grade 8 SUMMATIVE ASSESSMENT TARGETS		
Providing Evidence Supporting Claim #2		
ELA/Literacy Claim # 2		
Students can produce effective 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	35% of the assessment evidence will come from composing, revising, or editing arguments with supporting evidence on topics or texts
Each year, students will be assessed using <u>at least one</u> extended performance task assessing (one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims (Research) or #5 (Understand & Apply Language).		
<p>1. <b>WRITE/REVISE:</b> Apply narrative strategies and appropriate text structures and transitions when writing or revising short narrative texts (e.g., introduce narrator or use dialogue when describing an event) <b>Standards: W-3a, W-3b, W-3c, or W-3e</b> (DOK 2)</p> <p>2. <b>PLAN/WRITE:</b> 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) <b>Standards: W- 3a, W-3b, W-3c, W-3e, W-4</b> (DOK 3)</p>	<p>3. <b>WRITE/REVISE:</b> Apply a variety of strategies when writing or revising short informational texts: organizing ideas by stating and maintaining a focus, developing a topic including relevant supporting evidence and elaboration, or providing a conclusion appropriate to purpose and audience <b>Standards: W-2a, W-2b, W-2c, W-2e, or W-2f</b> (DOK 2)</p> <p>4. <b>PLAN/WRITE:</b> Write full informational texts: organizing ideas by stating and maintaining a focus, developing a topic including citing relevant supporting (text) evidence and elaboration, with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience <b>Standards: W- 2a, 2b, 2c, 2e, 2f, W-4, W-8, W-9</b> (DOK 3, DOK 4)</p> <p>5. <b>FEATURES:</b> Employ text features and visual components appropriate to purpose and style <b>Standards: W-2a</b>(DOK 2)</p>	<p>6. <b>WRITE/REVISE:</b> Apply a variety of strategies when writing or revising arguments about topics or texts: establishing a claim, organizing and citing supporting evidence using credible sources, or providing a conclusion appropriate to purpose and audience <b>Standards: W-1a, W-1b, W-1c, W-1d, or W-1e</b> (DOK 2)</p> <p>7. <b>PLAN/WRITE:</b> Write full persuasive pieces/arguments: about topics or texts: establishing a claim, organizing and citing supporting (text) evidence from credible sources, and providing a conclusion appropriate to purpose and audience <b>Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-8, and W-9</b> (DOK 3, DOK 4)</p>
<p>8. <b>LANGUAGE USE:</b> Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when editing or composing texts <b>Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, 2)</p> <p>9. <b>EDIT/CLARIFY:</b> Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive texts <b>Standards: L-1, L-2</b> (DOK 1)</p> <p>10. <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or to produce texts <b>Standards: W-6</b> (DOK 1)</p>		



## Grade 11 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #2

#### ELA/Literacy Claim # 2

**Students can produce effective 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

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

Each year, students will be assessed using at least one extended performance task assessing (one of the assessment targets: #3 or #6. Other assessment targets may be assessed using a mix of CAT writing items or as items reported under Claims (Research) or #5 (Understand & Apply Language).

1. **WRITE/REVISE:** Apply narrative strategies and appropriate text structures and transitions when writing or revising short narrative texts (e.g., introduce narrator point of view, tone, or use dialogue when describing an event) **Standards: W- 3a, W-3b, W-3c, or W-3e** (DOK 2)

2. **WRITE/REVISE:** Apply a variety of strategies when writing or revising short informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion appropriate to purpose and audience **Standards: W- 2a, W-2b, W-2c, W-2e, or W-2f** (DOK 2)

3. **PLAN/WRITE:** Write full informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting (text) evidence and elaboration with appropriate transitions for coherence, and providing a conclusion appropriate to purpose and audience **Standards: W- 2a, W-2b, W-2c, W-2e, W-2f, W-4, W-8, and W-9** (DOK 3, DOK 4)

4. **FEATURES:** Employ text features and visual components appropriate to purpose and style **Standards: W- 2a**(DOK 2)

5. **WRITE/REVISE:** Apply a variety of strategies when writing or revising arguments about topics or texts: establishing a precise claim, organizing and citing supporting evidence 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, or W-1e** (DOK 2)

6. **PLAN/WRITE:** Write full persuasive pieces/arguments: about topics or texts: establishing a claim, organizing and citing supporting (text) evidence 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)

7. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when editing or composing texts **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)

8. **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** (DOK 1)

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

## ***Proposed Reporting Categories for ELA/Literacy Claim #2***

The student's performance on assessment items and tasks on Claim #2 will contribute to an overall Total Score for ELA/Literacy.

There will also be a Total Writing score, based on the student's performance across the items and tasks from the Assessment Targets shown above, except for those that are shaded, which contribute to Claim #5.

In addition, performance on items/tasks pertaining to Organization, Providing 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.

### **Organizing and Developing Ideas**

(Grades 3-8: Evidence from Assessment Targets #1, #2, #3, #4, #5, #6, #7, and #10)

(Grade 11: Evidence from Assessment Targets #1, #2, #3, #4, #5, #6, and #9)

### **Providing Evidence/Details/Elaboration consistent with Focus and Genre**

(Grades 3-8: Evidence from Assessment Targets #2, #4, and #7)

(Grade 11: Evidence from Assessment Targets #3 and #6)

### **Applying Conventions of Standard English**

*Editing for grammar, usage, and mechanics to clarify the message*

(Grades 3-8: Evidence from Assessment Target #9)

(Grade 11: Evidence from Assessment Target #8)

(Grades 3-11: Also Claim #3 – Speaking and Listening – Evidence from Assessment Target #2)

[Assessment Targets #8 for Grades 4 and 8 and Assessment Target #7 for Grade 11 provide evidence in support of Claim #5 (Understand and Apply Language) and are reported as the Score Reporting Category under Claim #5.]

## ***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 arguments). Genre-specific targets can range from shorter composing 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 can include writing in response to either fiction or nonfiction texts read or writing about a topic. Writing in response to reading/texts is stressed by the Common Core authors.

All writing genres 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 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 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 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, and cultural /political/social/geographic perspectives.

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.

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

***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.

“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” (Alliance for Excellence in Education, 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.

**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 providing information on ways to save energy in the home. The student is then 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 view historical or 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 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), externally scored audio- or video-recorded presentations in response to a prompt and “common” summative speaking performance tasks (oral presentations) for local use during the school year at selected grade levels.

The shorter summative speaking assessments at grades [tbd] 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 common rubrics (and annotated exemplars harvested from field testing across states). The summative (and interim) common speaking assessments (oral presentation) will be developed to be used 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 video taping 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 than 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.

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. Suggested classroom-based interim and formative assessment targets are provided in Appendix A, representing smaller learning chunks that teachers can use to monitor ongoing progress in the classroom of critical learning and/or content standards.

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.)

Shaded areas show Assessment Targets that will be used to provide evidence for Claim #5.

## Grades 3-5 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #3

#### ELA/Literacy Claim # 3

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

1. **LANGUAGE USE:** Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when speaking **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)
2. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message appropriate to the purpose and audience **Standards: L-1, L-2, L-3b** (DOK 1)
3. **PLAN/SPEAK:** Compose and orally deliver short (e.g., summaries) and longer (presentations) compositions for different purposes and audiences **Standards: SL-2, SL-3, SL-4, SL-5** (DOK 2, DOK 3)
4. **LISTEN/INTERPRET:** Interpret and use information delivered orally or visually **Standards: SL-1, SL-2, SL-3, SL-4, SL-5, SL-6** (DOK 1, DOK 2, DOK 3)
5. **INTERACT:** Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing own ideas **Standards: SL-1, 2, 3** (DOK 1, DOK 2)

## Grades 6-8 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #3

#### ELA/Literacy Claim # 3

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

1. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when speaking **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)
2. **EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message appropriate to the purpose and audience **Standards: L-1, L-2** (DOK 1)
3. **PLAN/SPEAK:** Compose and orally deliver short (e.g., summaries) and longer (presentations) compositions for different purposes and audiences **Standards: SL-2, SL-3, SL-4, SL-5** (DOK 2, DOK 3)
4. **LISTEN/INTERPRET:** Interpret and use information delivered orally or visually **Standards: SL-1, SL-2, SL-3, SL-4, SL-5, SL-6** (DOK 1, DOK 2, DOK 3)
5. **INTERACT:** Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing own ideas **Standards: SL-1, SL-2, SL-3** (DOK 1, DOK 2, DOK 3)

## Grades 9-11 SUMMATIVE ASSESSMENT TARGETS Supporting Claim #3

### ELA/Literacy Claim # 3

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

1. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience when speaking **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)
2. **EDIT/CLARIFY:** Apply or edit grade-appropriate grammar usage and mechanics to clarify a message appropriate to the purpose and audience **Standards: L-1, L-2** (DOK 1)
3. **PLAN/SPEAK:** Compose and orally deliver short (e.g., summaries) and longer (presentations) compositions for different purposes and audiences **Standards: SL-2, 4, 5, 6** (DOK 2, DOK 3, DOK 4)
4. **LISTEN/INTERPRET:** Interpret and use information delivered orally or visually **Standards: SL-1, 2, 3, 4, 5, 6** (DOK 1, DOK 2, DOK 3)
5. **INTERACT:** Engage in a range of collaborative discussions (one-on-one, in groups, and teacher led) building on others' ideas and expressing own ideas **Standards: SL-1, 3** (DOK 1, DOK 2, DOK 3)



### ***Proposed Reporting Category for ELA/Literacy Claim #3***

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

There may be adequate items and tasks to support the reporting of a Total Speaking and Listening score at the individual student level, based on student performance across the items and tasks from the Assessment Targets shown above, except for those that are shaded, which contribute to Claim #5.

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

#### **Speaking and Listening**

(Grades 3-11: Assessment Targets #3, #4, and #5)

[Assessment target #1 provides evidence in support of Claim #5 (Understand and Apply Language) and is reported as the Score Reporting Category under Claim #5.]

[Assessment target #2 provides evidence in support of Claim #2 (Writing – Conventions) and is reported in the Conventions category for Claim #2.]

<i><b>ELA/Literacy Claim #4</b></i>
<b>Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.</b>

***Rationale for ELA/Literacy Claim #4***

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. Students demonstrate the ability to build on the ideas of others through collaboration and explorations of diverse perspectives in order to accomplish short research projects and complex tasks. 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 that compares the performance of experts and novices, and 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***

Inquiry and research 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 interpret information from multiple sources. Sources will be varied in terms of types, format, and content area. (An alternative to collaborative data gathering might 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. All research performance tasks will be scored using common criteria: organization and development of ideas, elaboration using supporting textual evidence/citations. (Use of domain-specific language/vocabulary will also be assessed, but reported under Claim #5, the Language Use reporting category.) Response formats include: a written response with supporting textual evidence; 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.

Collaborations with peers during the information-gathering stage of these assessment tasks 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 part of the summative evidence for large-scale assessment - are seen as instructionally sound models for conducting short research projects that result in 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 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 several short personal letters of immigrant children (firsthand

accounts) and an article (secondhand account) about Ellis Island in order to respond to a research question posed (e.g., comparing or integrating information from firsthand and secondhand accounts).

- At middle school, students might collaboratively generate and explore a variety of potential digital and print resources that can be used to respond to a research question or problem presented. Collaborative discussions would include considering the credibility of sources located and relevance of information to the topic. Individually, students prepare and present their results 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 collaboratively discuss texts read and speeches or media messages viewed that present different points of view about an issue from a period in history (e.g., World War I, Civil Rights era). Individually, 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.

**Accessibility & Claim 4:** Collaborative 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 related to 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.

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. Suggested classroom-based interim and formative assessment targets are provided in Appendix A, representing smaller learning chunks that teachers can use to monitor ongoing progress in the classroom of critical learning and/or content standards.

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.)

Shaded areas show Assessment Targets that will be used to provide evidence for Claim #5.

**Grade 4 SUMMATIVE ASSESSMENT TARGETS**  
**Providing Evidence Supporting Claim #4****ELA/Literacy Claim # 4**

**Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather and present information.**

1. **PLAN/RESEARCH:** Conduct short research projects to answer a multi-step question or to investigate different aspects of one topic **Standards: SL-2, SL-3, SL-4; W-6, W-7** (DOK 2, DOK 3)
2. **INTERPRET/INTEGRATE INFORMATION:** Locate information to support explicit-implicit central ideas; Make basic inferences or logical predictions from data or texts **Standards: W-8 W-9** (DOK 2)
3. **EVALUATE INFORMATION/SOURCES:** Distinguish relevant-irrelevant information: fact/opinion **Standards: W-9** (DOK 2)
4. **USE EVIDENCE:** Generate conjectures or opinions and cite evidence to support them based on prior knowledge and experience **Standards: W-8, W-9** (DOK 3)
5. **LANGUAGE USE:** Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)
6. **EDIT/CLARIFY:** Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and persuasive texts) **Standards: L-1, L-2, L-3b** (DOK 1)
7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards: W-6** (DOK 1)

## Grade 8 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #4

#### ELA/Literacy Claim # 4

**Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather 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-2, SL-3, SL-4, SL-5; W-7** (DOK 3, DOK 4)
2. **ANALYZE/INTEGRATE INFORMATION:** Analyze information within and among data sets or texts **Standards: W-8** (DOK 3, DOK 4)
3. **EVALUATE INFORMATION/SOURCES:** Use reasoning, planning, and evidence to support inferences and interpretations **Standards: W-8** (DOK 3)
4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures **Standards: W-8 W-9** (DOK 3, DOK 4)
5. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)
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)
7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards: W-6** (DOK 1)

## Grade 11 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #4

#### ELA/Literacy Claim # 4

**Students can engage appropriately in collaborative and independent inquiry to investigate/research topics, pose questions, and gather 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-3, SL-4, SL-5; W-6 W-7** (DOK 3, DOK 4)
2. **ANALYZE/INTEGRATE INFORMATION:** Gather, analyze, and integrate multiple sources of information/evidence **Standards: SL-2; W-9 W-8** (DOK 4)
3. **EVALUATE INFORMATION/SOURCES:** Evaluate relevancy, accuracy, and completeness of information from multiple sources **Standards: W-8** (DOK 4)
4. **USE EVIDENCE:** Cite evidence to support arguments or conjectures **Standards: W-8, W-9** (DOK 3, DOK 4)
5. **LANGUAGE USE:** Strategically use precise language and vocabulary (including domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience **Standards: W-2d, W-3d, L-3a, L-6** (DOK 1, 2)
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)
7. **TECHNOLOGY:** Use tools of technology to gather information, make revisions, or to produce texts/presentations **Standards: W-6** (DOK 1)

### ***Proposed Reporting Category for ELA/Literacy Claim #4***

The student's performance on assessment items and tasks on Claim #4 will contribute to an overall Total Score for ELA/Literacy.

There may 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, except for those that are shaded, which contribute to Claim #5.

The number of items and tasks associated with Research and Inquiry are likely not 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)

[Assessment Target #5 for Grades 3 - 11 provides evidence in support of Claim #5 (Understand and Apply Language) and is reported as the Score Reporting Category under Claim #5.]

### ***Other Assessment Notes for ELA/Literacy Claim #4***

**Item Types** - All short research projects will be assessed with extended responses/performance assessments, preferably over two or more days at high school. These performance tasks will sometimes integrate reading-writing-speaking-listening skills as well as applications of technology. Students 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 science lab 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 some flexibility of medium used: oral, visual/graphic, written or a combination. Technology applications 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 A for annotated examples of short research tasks.)

**Text notes** – 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 part of 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.

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.



<i><b>ELA/Literacy Claim #5</b></i>
<b>Students can use oral and written language skillfully across a range of literacy tasks.</b>

***Rationale for ELA/Literacy Claim #5***

The ability of students to acquire the strategies to build and use a rich vocabulary, to express themselves clearly and vividly, and to understand language use in different contexts is critical literacy learning that applies across all content areas. . 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 need multiple exposures to language in different contexts and to see varied meanings in order to build deeper conceptual understanding of how language is used. 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. Students who can flexibly use strategies to discern language use and meaning increase their probability for academic and professional success.

College and career-ready students also need to be able to discern the difference between informal (e.g., texting, email) and more formal language use (e.g., academic essays, letters to the editor) and when each of these is appropriate for different purposes. In addition, students need to understand the role of syntax in understanding what is being communicated (reading or listening), as well as in communicating through writing or speaking. The inclusion of grammar in the Common Core standards includes a focus on syntax and correct grammar, and, in particular, English-language learners will likely need significant instructional scaffolding to achieve these standards.

### ***What sufficient evidence looks like for ELA/Literacy Claim #5***

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 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. CCSS 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.

For this reason, at all grade levels, the evidence for this claim comes collectively from specific reading, writing, research, and listening/speaking items and tasks. Text-based items in reading assess students’ ability to determine multiple meanings or use of figurative language in context, for example. Short and longer writing items/ tasks, research tasks, and speaking and listening items/tasks assess language use, including use of concrete and sensory details, revising for more effective word choice or sentence variety, and appropriate use of figurative and domain-specific language in various contexts.

**Accessibility & Claim 5:** 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. Individual 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.

For ELL students, it is important to recognize that ELLs do not have the same level of opportunity to acquire oral English language as their non-ELL classmates since they live in homes where a language other than English is spoken. In addition, ELL students are not a homogeneous group and may be quite different in how they acquire English proficiency. Therefore, assessing ELL students’ progress under Claim 5 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 may be well assessed with some language-related accommodations, such as the use of a glossary or dictionary. 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.

**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 #5. 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.

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. Suggested classroom-based interim and formative assessment targets are provided in Appendix A, representing smaller learning chunks that teachers can use to monitor ongoing progress in the classroom of critical learning and/or content standards.

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.)

Shaded areas show Assessment Targets that will be used to provide evidence for Claim #5.

## Grade 4 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #5

#### ELA/Literacy Claim # 5

#### Students can use oral and written language skillfully across a range of literacy tasks.

1. [Assessed in Claim 1 (Reading)/Target #3] When engaging with literary text, determine word meanings, multiple meanings, or shades of meaning based on word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), context, or use of resources (e.g., dictionary) **Standards: RL-4; L-4, L-5c** (DOK 1, DOK 2)
2. [Assessed in Claim 1 (Reading)/Target #7] When engaging with literary text, determine or interpret figurative meanings of words and phrases used in context **Standards: RL-4; L-5a, L-5b** (DOK 2, DOK 3)
3. [Assessed in Claim 1 (Reading)/Target #10] When engaging with informational text, determine word meanings, multiple meanings, or domain-specific word meanings based on word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), context, or use of resources (e.g., glossary) **Standards: RL-4; L-4** (DOK 1, DOK 2)
4. [Assessed in Claim 1(Reading)/Target #14] When engaging with informational text, determine or interpret figurative meanings of words and phrases used in context **Standards: L-5a, L-5b** (DOK 2, DOK 3)
5. [Assessed in: Claim 2 (Writing)/Target #8; Claim 3 (Speaking-Listening)/Target #1; and Claim 4 (Research)/Target #5] Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when editing or composing texts **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)

## Grade 8 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #5

#### ELA/Literacy Claim # 5

**Students can use oral and written language skillfully across a range of literacy tasks.**

1. [Assessed in Claim 1(Reading)/Target #3] When engaging with literary text, determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) **Standards: RL-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
2. [Assessed in Claim 1(Reading)/Target #7] When engaging with literary text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-4; L-5a** (DOK 3)
3. [Assessed in Claim 1(Reading)/Target #10] When engaging with informational text, determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) **Standards: RI-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
4. [Assessed in Claim 1(Reading)/Target #14] When engaging with informational text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-I; L-5a** (DOK 3)
5. [Assessed in: Claim 2 (Writing)/Target #8; Claim 3(Speaking-Listening)/Target #1; and Claim 4 (Research)/Target #5] Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when editing or composing texts **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)

## Grade 11 SUMMATIVE ASSESSMENT TARGETS

### Providing Evidence Supporting Claim #5

#### ELA/Literacy Claim # 5

**Students can use oral and written language skillfully across a range of literacy tasks.**

1. [Assessed in Claim 1(Reading)/Target #3] When engaging with literary text, determine connotation/denotation, multiple meanings, or nuanced/precise meaning based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., thesaurus, digital tool) **Standards: RL-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
2. [Assessed in Claim 1(Reading)/Target #7] When engaging with literary text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-4; L-5a** (DOK 3)
3. [Assessed in Claim 1(Reading)/Target #10] When engaging with informational text, determine connotation/denotation, multiple meanings, or domain-specific meanings based on word relationships, word structure (e.g., common Greek or Latin roots, affixes), context, or use of specialized resources (e.g., glossary, digital tool) **Standards: RI-4; L-4, L-5b, L-5c** (DOK 1, DOK 2)
4. [Assessed in Claim 1(Reading)/Target #14] When engaging with informational text, interpret impact or intent of figurative meanings of words and phrases used in context **Standards: RL-I; L-5a** (DOK 3)
5. [Assessed in: Claim 2 (Writing)/Target #8; Claim 3 (Speaking-Listening)/Target #1; and Claim 4 (Research)/Target #5] Strategically use language and vocabulary (including domain-specific vocabulary) and syntax appropriate to the purpose and audience when editing or composing texts **Standards: W-2d, W-3d, L-3a, L-3c, L-6** (DOK 1)

### ***Proposed Reporting Category for ELA/Literacy Claim #5***

The student's performance on assessment items and tasks on Claim #5 will contribute to an overall Total Score for ELA/Literacy.

There will likely be adequate items and tasks to support the reporting of a Total Language score at the individual student level, based on student performance across the items and tasks from the shaded Assessment Targets that appear in Claims #1-#4.

The number of items and tasks associated with Understanding and Applying Language are likely not sufficient to support sub-scores for this Claim.

#### **Understand and Apply Oral and Written Language**

*Evidence from language use and vocabulary items/tasks are drawn from reading texts, writing and revising texts, research/investigation tasks, and speaking and listening items/tasks. All language use and vocabulary score points come from across these areas of language arts and literacy.*

(Grades 3-11: Claim 1/Targets #3, #7, #10, and #14; Claim 2/Target #8;  
Claim 3/Target #1; Claim 4/Target #5)

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## Appendix A: Interim and Formative Evidence for ELA/Literacy Claims

The Assessment Targets and Score Reporting Categories in the main body of this document focus on the Consortium's summative assessment. Additional targets and possible score reporting categories may be developed in concert with the Interim and Formative components of the SBAC assessment system (see proposal pp. 57-58, SBAC 2010)

The contractor has included consideration of the implications that the Content Specifications have on the interim and formative components. Draft interim and formative targets are provided below.

### Classroom-based learning Activities Evidence for ELA/Literacy Claim #1

#### Gr. 4: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #1

- Read for a sustained time – LPF Habits & Dispositions
- Reflect on flexible use of self-monitoring strategies for a variety of texts – LPF Habits & Dispositions
- Demonstrate range of word solving strategies – word structure, word relationships, resources - **Standards: RL-4; RI-4; L-4**
- Distinguish characteristics of different text genres - **Standards: RL-5, RL-7; RI-5, RI-7, RI-8**
- Keep a reading journal/log to document range of texts read (with themes, topic summaries, etc.) **Standards: RL-10, RI-10**
- Read texts accurately and fluently to derive meaning –**Foundational Reading Standards**
- Identify and use to signal words and semantic cues to interpret and organize information for different text structures (sequence, chronology, description, compare-contrast, cause-effect, problem-solution)
- Use graphic organizers to organize information for analysis
- Discuss and compose text-based responses using supporting evidence - **Standards: RI-1; RL-1**
- Analyze texts for effect of visual information and author's craft- **Standards: RI- 7, RI-8; RL-2, RL-3, RL-4, RL-6, RL-9**

#### Gr. 8: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #1

- Increase silent and oral reading accuracy and fluency for different reading purposes
- Use technology and self-monitoring strategies to access a variety of texts, text formats/mediums, text genres
- Analyze characteristics of different text genres and formats, including digital formats - **Standards: RL-5, RL-7; RI-5, RI-8**
- Compare a range of texts read (universal themes, author techniques, discourse styles, etc.) **Standards: RL-10, RI-10**
- Locate, analyze, and critique mentor texts that illustrate signal words and semantic cues used organize/present information for different text structures (critique, argument, inductive-deductive reasoning)
- Discuss and compose in-depth, short text-based responses using supporting textual evidence/ quotations - **Standards: RL-1 thru 7, RL-9; RI-1 thru 9**
- Analyze texts for impact and intent of visual information and author's craft when presented using different media or formats- **Standards: RI- 7, RI-8; RL-2, RL-3, RL-4, RL-6, RL-9**

#### Gr. 11: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #1

- Evaluate uses of technology applications for a variety of texts, text formats/mediums, text genres, and purposes
- Analyze characteristics of complex text genres and formats, including digital formats - **Standards: RL-5, RL-7; RI-5, RL-8**
- Critique a range of texts read (universal themes, author techniques, discourse styles, etc.) **Standards: RL-10, RI-10**
- Discuss and compose in-depth, short text-based responses using supporting textual evidence/quotations - **Standards: RL-1 thru 7, RL-9; RI-1 thru 9**
- Analyze texts for impact and intent of visual information and author's craft when presented using different media or formats- **Standards: RI- 7, RI-8; RL-2, RL-3, RL-4, RL-6, RL-9**

## Classroom-based Evidence for ELA/Literacy Claim #2

### Gr. 4: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #2

- Demonstrate use of precise and domain-specific vocabulary
- Use syntax and semantic cues to organize information and support underlying text structures
- Select and use tools (technology) and strategies (e.g., graphic organizers) to plan, organize, and develop and revise ideas to meet purposes for writing - **Standards: W-6**
- Compose and publish a variety of genres of writing (poetry, stories, reports, memoirs, newspaper articles, etc.)
- Distinguish between formal and informal discourse styles and purposes in writing of self and others
- Locate, discuss, and compare exemplars of authors' craft for a variety of writing types
- Seek and use feedback from others to revise and improve writing - **Standards: W-5**

### Gr. 8: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #2

- Locate and analyze examples of text features or presentation formats that enhance meaning of texts
- Informally debate both sides to an issue prior to writing an argument (e.g., See Appendix A, SBAC "Video Cameras in the Classroom" performance assessment)
- Demonstrate increasing sophistication in use of language; domain-specific vocabulary, figurative language, literary devices, semantic cues, and syntax
- Select and use tools (technology) and strategies (e.g., graphic organizers) to plan, organize, and develop ideas to meet purposes for writing - **Standards: W-6**
- Compose and publish a variety of increasingly complex pieces (poetry, stories, reports, memoirs, newspaper articles, etc.)
- Distinguish between formal and informal discourse styles and purposes in writing if self and others
- Locate, discuss, and analyze exemplars of authors' craft for a variety of writing types
- Seek and use feedback from others to revise and improve writing - **Standards: W-5**

### Gr. 11: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #2

- Locate and analyze examples of text features or presentation formats that enhance meaning of texts
- Informally debate both sides to an issue prior to writing an argument (e.g., See Appendix A, SBAC "Video Cameras in the Classroom" performance assessment)
- Demonstrate increasing sophistication in use of language; domain-specific vocabulary, figurative language, literary devices, and syntax
- Select and use tools (technology) and strategies (e.g., graphic organizers) to plan, organize, and develop ideas to meet purposes for writing - **Standards: W-6**
- Compose and publish a variety of increasingly complex pieces (poetry, stories, reports, memoirs, newspaper articles, etc.)
- Distinguish between formal and informal discourse styles and purposes in writing if self and others
- Locate, discuss, and analyze exemplars of authors' craft for a variety of writing types
- Seek and use feedback from others to revise and improve writing - **Standards: W-5**
-

### Classroom-based Evidence for ELA/Literacy Claim #3

#### Gr. 3-11: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #3

Under Construction

### Classroom-based Evidence for ELA/Literacy Claim #4

#### Gr. 4: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #4

Integrate information from two texts on same topic to write or speak about it **Standards: RI-9**

- Work with diverse partners on projects building on others' ideas and expressing their own clearly and persuasively **Standards: L-1**
- Report on a topic telling appropriate facts and using clear and coherent voice **Standards: SL-4**
- Add visual displays to presentations with awareness of audience **Standards: SL-5**
- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept (DOK 1) **Standards: W-8**

#### Gr. 8: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #4

- Work with diverse partners on projects building on others' ideas and expressing their own clearly and persuasively **Standards: SL-1**
- Present information, findings, supporting evidence clearly and concisely with awareness of audience **Standards SL-4**
- Integrate multimedia and visual displays to presentations **Standards SL-5**
- Examine the accuracy, completeness, usefulness/relevance, or strengths/limitations of sources used and cited, as appropriate to the task.

#### Gr. 11: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #4

- Work with diverse partners on projects building on others' ideas and expressing their own clearly and persuasively **Standards: SL-1**
- Present information, findings, supporting evidence clearly and concisely with awareness of audience **Standards SL-4**
- Strategically incorporate collaboration when useful in complex tasks **Standards SL-1**
- Use digital media to enhance presentations **Standards SL-5**
- Examine the accuracy, completeness, usefulness/relevance, or strengths/limitations of sources used and cited, as appropriate to the task.

## Classroom-based Evidence for ELA/Literacy Claim #5

### Gr. 4: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #5

- Identify real-life connections between words and their use **Standards: L-5c**
- Conduct a word sort to build vocabulary **Standards: L-5a, L-4b**
- Use visual images to learn new vocabulary
- Use a variety of contexts to determine nuanced meanings and deeper conceptual understanding

### Gr. 8: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #5

- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech **Standards: L-4b**
- Use visual images to learn new vocabulary
- Use a variety of contexts to determine nuanced meanings and deeper conceptual understanding

### Gr. 11: Classroom-based (Interim and Formative) Evidence for ELA/Literacy Claim #5

- Interpret figures of speech in context and analyze their role in the text **Standards: L-5a**
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech **Standards: L-4b**
- Use and locate visual images to learn new complex vocabulary
- Use a variety of contexts to determine nuanced meanings and deeper conceptual understanding

## Appendix B: 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 support CRM materials, go to: [http://www.nciea.org/publications/cognitiverigorpaper\\_KH11.pdf](http://www.nciea.org/publications/cognitiverigorpaper_KH11.pdf))

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

Depth of Thinking (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
<b>Remember</b>	- Recall, locate basic facts, definitions, details, events			
<b>Understand</b>	- 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
<b>Apply</b>	- 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
<b>Analyze</b>	- 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 texts - Analyze complex/ abstract themes
<b>Evaluate</b>			- Cite evidence and develop a logical argument for conjectures based on one text or problem	- Evaluate relevancy, accuracy, & completeness of information across texts/ sources
<b>Create</b>	- 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 for a given situation -Develop an alternative solution	-Synthesize information across multiple sources or texts -Articulate a new voice, alternate theme, new knowledge or perspective

## Appendix C: Example Reading Learning Progression Frameworks (Grades 3-11)

The reading learning progressions frameworks in this Appendix provide an example of how the standards within the CCSS can both be mapped onto a learning progression and can be prioritized for purposes of assessment. These tables are for illustration purposes only; they do not reflect a Consortium endorsement of a particular approach to the progression of reading.

(Full K-12 LPF document can be found at [www.nciea.org/publications](http://www.nciea.org/publications) )

Grades 3-4 Learning Progressions in Reading with Related Common Core Standards		
Highlighted Progress Indicators indicate summative assessment evidence included in the test designs		
Demonstrate word analysis and word solving strategies ...	Comprehend literary texts by...	Comprehend informational texts...
<p><b>E.WL.g</b> applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning 3.RF-3a, 3b, 3c; 3.L-4b, 4c 4.RF-3</p> <p><b>E.WL.h</b> reading grade appropriate words in connected text with automaticity and fluency, including irregularly spelled words 3.RF-3d; 3.RF.4a, 4b 4.RF-4a, 4b</p> <p><b>E.WL.i</b> determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary) 3.RF.4c; 3.L.4a, 4d, 5c 4.RF-4c; 4.L.4, 5c</p> <p><b>E.WL.j</b> integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed 3.L-5b, 6; 3. RI-4 4.L-6 ; 4.RI-4</p> <p><b>E.WL.k</b> distinguishing literal from figurative meanings of words and phrases used in different contexts 3.LS.5a; 3.RL-4; 3.RI-4 4.L.5a, 5b; 4.RL-4; 4.RI-4</p>	<p><b>E.RL.h</b> describing relationships among characters, setting, key events, and conflicts 3.RL-1, 3 4.RL-1, 3</p> <p><b>E.RL.i</b> using evidence from the text to summarize or make and support inferences, opinions, and conclusions 3.RL-1, 2, 3, 6, 7 4.RL.1, 2, 3</p> <p><b>E.RL.j</b> describing or classifying texts according to literary genre, text features, or author's style/perspective 3.RL-5, 9 4.RL-5, 6</p> <p><b>E.RL.k</b> identifying central ideas and key details to derive author's purpose, message or theme 3.RL- 2 4.RL-1, 2</p> <p><b>E.RL.l</b> using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions) 3.RL-3, 7 4.RL-3</p> <p><b>E.RL.m</b> describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts 3.RL-4, 6, 7, 9 4.RL-4, 6, 7, 9</p>	<p><b>E.RI.h</b> locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding 3.RI-1, 5, 7 4.RI-1, 7</p> <p><b>E.RI.i</b> identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information 3.RI-1, 2 4.RI-1, 2, 3</p> <p><b>E.RI.j</b> locating signal words and semantic cues to identify text structure, and interpret and organize information (e.g., sequence, description, compare-contrast, cause-effect) 3.RI-3, 7, 8 4.RI-5, 7</p> <p><b>E.RI.k</b> using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts 3.RI-2, 6, 9 4.RI-2, 3, 6, 8</p> <p><b>E.RI.l</b> using evidence to show how graphics/ visuals support central ideas 3.RI-5, 7 4.RI-7</p> <p><b>E.RI.m</b> using a variety of sources to research a topic; determining relevance of information; making connections 3.RI-9 4.RI-9</p> <p><b>E.RI.n</b> explaining how an author uses facts, details, and explanations to develop an idea or support reasoning 3.RI-2, 8 4.RI-2, 7, 8</p>



(Full Grades K-12 LPF document can be found at [www.nciea.org/publications](http://www.nciea.org/publications) )

<b>Grades 5-6 Learning Progressions in Reading with Related Common Core Standards</b> <b>Highlighted Progress Indicators indicate summative assessment evidence included in the test designs</b>		
Demonstrate word analysis and word solving strategies ...	Comprehend <u>literary</u> texts by...	Comprehend <u>informational</u> texts...
<p><b>M.WL.a</b> determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words  <b>5.RF-4c; 5.L-4a; 5.RL-4; 5.RI-4</b>  <b>6.L-4a, 4d, 5b, 5c; 6.RL-4; 6.RI-4</b></p> <p><b>M.WL.b</b> analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context  <b>5.RF-3, 4c; 5.L-4a, 4b</b>  <b>6.L-4b</b></p> <p><b>M.WL.c</b> integrating grade appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking  <b>5.RF-4a; 5.L-6; 5.RI-4</b>  <b>6.L-6; 6.RI-4</b></p> <p><b>M.WL.d</b> accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary  <b>5.L-4c</b>  <b>6.L-4c</b></p> <p><b>M.WL.e</b> identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)  <b>5.L-5a, 5b; 5.RL-4</b>  <b>6.L-5a; 6.RL-4; 6.RI-4</b></p>	<p><b>M.RL.a</b> flexibly using strategies to derive meaning from a variety of texts  <b>5.RF-4c; 5.RL-4; 5.L-4, 5a</b>  <b>6.RL-4; 6.L-4, 5a</b></p> <p><b>M.RL.b</b> using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)  <b>5.RL-1, 6</b>  <b>6.RL-1, 3, 6</b></p> <p><b>M.RL.c</b> summarizing and interpreting purpose or central ideas to derive a theme  <b>5.RL-2</b>  <b>6.RL-2</b></p> <p><b>M.RL.d</b> comparing literary elements (e.g., character, setting, plot/subplots) within or across texts  <b>5.RL-3, 9</b></p> <p><b>M.RL.e</b> analyzing texts according to text structure, genre features, or author's style  <b>5.RL-5, 6, 7, 9</b>  <b>6.RL-5, 9</b></p> <p><b>M.RL.f</b> identifying and describing how the narrative point of view influences the reader's interpretation  <b>5.RL-6</b>  <b>6.RL-6</b></p> <p><b>M.RL.g</b> applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across texts  <b>5.RL-4, 6, 7, 9</b>  <b>6.RL-4, 6, 7, 9</b></p>	<p><b>M.RI.a</b> flexibly using strategies to derive meaning from a variety of print/non-print texts  <b>5.RF-4c; 5.RI-4; 5.L-4, 5a</b>  <b>6.RI-4; 6.L-4, 5a</b></p> <p><b>M.RI.b</b> using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information  <b>5.RI-5, 7</b>  <b>6.RI-7</b></p> <p><b>M.RI.c</b> using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details  <b>5.RI-1, 2</b>  <b>6.RI-1, 2</b></p> <p><b>M.RI.d</b> using supporting evidence to draw inferences or compare content presented within or across texts  <b>5.RI-1, 2, 3, 6</b>  <b>6.RI-1, 9</b></p> <p><b>M.RI.e</b> identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader  <b>5.RI-6</b>  <b>6.RI-6</b></p> <p><b>M.RI.f</b> determining relevance of concepts and supporting details from multiple sources and integrating them to research a topic  <b>5.RI-9</b>  <b>6.RI-7</b></p> <p><b>M.RI.g</b> analyzing how an author develops and supports a thesis or reasoning  <b>5.RI-8</b>  <b>6.RI-3, 5, 8</b></p>



(Full Grades K-12 LPF document can be found at [www.nciea.org/publications](http://www.nciea.org/publications) )

<b>Grades 7-8 Learning Progressions in Reading with Related Common Core Standards</b> <b>Highlighted Progress Indicators indicate summative assessment evidence included in the test designs</b>		
Demonstrate word analysis and word solving strategies ...	Comprehend <u>literary</u> texts by...	Comprehend <u>informational</u> texts...
<p><b>M.WL.f</b> using connotations and denotations of words to extend and deepen definitional understanding  7.L-4a, 5c; 7.RL-4; 7.RI-4  8.L-4a, 5c; 8.RL-4; 8.RI-4</p> <p><b>M.WL.g</b> making conceptual connections between known and unknown words, using word structure, word relationships, or context  7.L-4a, 4b, 4d, 5b  8.L-4a, 4b, 4d, 5b</p> <p><b>M.WL.h</b> using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)  7.L-4c; 7.RL-4  8.L-4c; 8.RL-4</p> <p><b>M.WL.i</b> integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking  7.L-6; 7.RI-4  8.L-6; 8.RI-4</p> <p><b>M.WL.j</b> utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary  7.L-4c  8.L-4c</p> <p><b>M.WL.k</b> interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)  7. L-5a; 7.RL-4; 7.RI-4  8. L-5a; 8.RL-4; 8.RI-4</p> <p><b>M.WL.l</b> analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)  7.RL-4; 7.RI-4  8.RL-4; 8.RI-4</p>	<p><b>M.RL.h</b> flexibly using strategies to derive meaning from a variety of texts and mediums  7.RL-4; 7.L-4, 5a  8.RL-4; 8.L-4, 5a</p> <p><b>M.RL.i</b> using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)  7.RL-1, 2  8.RL-1, 2</p> <p><b>M.RL.j</b> identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme  7.RL-2, 3  8.RL-2, 3</p> <p><b>M.RL.k</b> identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning  7.RL-3, 4  8.RL-3, 4</p> <p><b>M.RL.l</b> analyzing or comparing texts according to text structure, genre features, or author's style or tone  7.RL-5, 7  8.RL-5, 7</p> <p><b>M.RL.m</b> evaluating and responding to a range of literature using given criteria  7.RL-6, 7, 9  8.RL-6, 7, 9</p>	<p><b>M.RI.g</b> flexibly using strategies to derive meaning from a variety of print/non-print texts  7.RI-4; 7.L-4, 5a  8.RI-4; 8.L-4, 5a</p> <p><b>M.RI.h</b> utilizing knowledge of text structures and genre features to locate, organize, or analyze important information  7.RI-5  8.RI-5</p> <p><b>M.RI.i</b> using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)  7.RI-1, 2, 3  8.RI-1, 2</p> <p><b>M.RI.j</b> analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; and build supporting arguments to affect the text as a whole  7.RI-2, 4, 5, 6, 8  8.RI-2, 4, 5, 6, 7, 8</p> <p><b>M.RI.k</b> comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information  7.RI-7, 9  8.RI-9</p>

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#### Grades 9-11 Learning Progressions in Reading with Related Common Core Standards

<b>Highlighted Progress Indicators indicate summative assessment evidence included in the test designs</b>		
<b>Demonstrate word analysis and word solving strategies ...</b>	<b>Comprehend literary texts by...</b>	<b>Comprehend informational texts...</b>
<p><b>H.WL.a</b> utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking 9-10.L-4c, 4d 11-12.L-4c, 4d</p> <p><b>H.WL.b</b> demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking 9-10.L-4a, 4b, 6; 9-10.RI-4 11-12.L-4a, 4b, 6; 11-12.RI-4</p> <p><b>H.WL.c</b> making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical) 9-10.L-4a, 4b, 4d, 5b; 9-10.RL-4; 9-10.RI-4 11-12.L-4a, 4b, 4d, 5b; 11-12.RL-4; 11-12.RI-4</p> <p><b>H.WL.d</b> interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts 9-10.L-5a; 9-10.RL-4; 9-10.RI-4 11-12.L-5a; 11-12.RL-4; 11-12.RI-4</p> <p><b>H.WL.e</b> analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing) 9-10.L-3, 5a; 9-10.RL-4; 9-10.RI-4 11-12.L-3, 5a; 11-12.RL-4; 11-12.RI-4</p>	<p><b>H.RL.a</b> flexibly using strategies to derive meaning from a variety of texts and mediums 9-10.RL-4; 9-10.L-4, 5a 11-12.RL-4; 11-12.L-4, 5a</p> <p><b>H.RL.b</b> using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme) 9-10.RL-1, 2 11-12.RL-1, 2</p> <p><b>H.RL.c</b> identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes 9-10.RL-2, 3 11-12.RL-2, 3</p> <p><b>H.RL.d</b> recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work 9-10.RL-4, 5 11-12.RL-4, 5, 6</p> <p><b>H.RL.e</b> analyzing and comparing works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria 9-10.RL-2, 6, 7 11-12.RL-2, 7</p> <p><b>H.RL.f</b> analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place) 9-10.RL-6, 7, 9 11-12.RL-2, 6, 7, 9</p>	<p><b>H.RI.a</b> flexibly using strategies to derive meaning from a variety of print/non-print texts 9-10.RI-4; 9-10.L-4, 5a 11-12.RI-4; 11-12.L-4, 5a</p> <p><b>H.RI.b</b> using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored) 9-10.RI-1, 2 11-12.RI-1, 2, 3</p> <p><b>H.RI.c</b> analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view 9-10.RI-3, 4, 5, 6, 9 11-12.RI-3, 4, 5, 6, 9</p> <p><b>H.RI.d</b> describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information) 9-10.RI- 8, 9 11-12.RI-6, 8, 9</p> <p><b>H.RI.e</b> synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message) 9-10.RI- 1, 7, 9 11-12.RI-1, 2, 7</p> <p><b>H.RI.f</b> evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats) 9-10.RI- 7, 8, 9 11-12.RI-7, 8, 9</p>