***Which Standards Does the SBAC Assessment Measure?***

***Summary from SBAC Content Specifications***

**Grade 3 and SBAC Alignment by Standards**

*KEY: Claim 1 is red, Claim 2 is blue, Claim 3 is purple, Claim 4 is green. Target number follows the hyphen.*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Ideas and Details** | | | | **Craft and Structure** | | | | **Integration of Knowledge and Ideas** | | | | | | **Range** |
| RL1 | | RL2 | RL3 | RL4 | RL5 | RL6 | | RL7 | | RL8 | | RL9 | | RL10 |
| 1-1  1-2  1-3 | 1-4  1-5  1-6 | 1-2 | 1-4  1-5 | 1-3  1-7 | 1-6 | 1-4  1-5 | | 1-6 | |  | | 1-4 | |  |
| RI1 | | RI2 | RI3 | RI4 | RI5 | RI6 | | RI7 | | RI8 | | RI9 | | RI10 |
| 1-8  1-9  1-10  1-11  1-12  1-13  1-14 | 4-2  4-4 | 1-9 | 1-11  1-12 | 1-10 | 1-13 | 1-11  1-12 | 4-4 | 1-8  1-11  1-13 | 4-2  4-3  4-4 | 1-11 | | 1-11 | 4-2  4-3  4-4 |  |
| **Text Types and Purposes** | | | | **Production and Distribution of Writing** | | | | **Research to Build and Present Knowledge** | | | | | | **Range** |
| W1 | | W2 | W3 | W4 | W5 | W6 | | W7 | | W8 | | W9 | | W10 |
| 2-6a  2-6b  2-7 | 4.4 | 2-3a  2-3b  2-4 | 2-1a  2-1b  2-2 | 2-2  2-4  2-7 | 2-2  2-4  2-7 |  | |  | | 2-2  2-3a  2-4  2-6a  2-7 | 4-2  4-3  4-4 |  | |  |
| **Comprehension and Collaboration** | | | | **Presentation of Knowledge and Ideas** | | | |  | | | |  | | |
| SL1 | | SL2 | SL3 | SL4 | SL5 | SL6 | |  | | | | | | |
|  | | 3-4 | 3-4 |  |  |  | |
| **Conventions of Standard English and Knowledge of Language** | | | | **Vocabulary Acquisition and Use** | | | |  | |  | |  | |  |
| L1 | | L2 | L3 | L4 | L5 | L6 | |  | |  | |  | |  |
| 2-9 | | 2-9 | a 2-8 | 1-3  1-10 | 1-3  1-7  1-14 | 2-8 | |  | |  | |  | |  |

**Smarter Balanced Claims for ELA/Literacy**

* **Claim 1:** Reading – Students can ready closely and analytically to comprehend a range of increasingly complex literary and informational texts.
* **Claim 2:** Writing – Students can produce effective and well-grounded writing for a range of purposes and audiences.
* **Claim 3:** Speaking and Listening – Students can employ effective speaking and listening skills for a range of purposes and audiences.
* **Claim 4:** Research – Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

**Smarter Balanced Claims & Targets for ELA/Literacy**

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

* **Target 1 (1-1):** KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
* **Target 2 (1-2):** CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.
* **Target 3 (1-3):** WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
* **Target 4 (1-4):** REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.
* **Target 5 (1-5):** ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.
* **Target 6 (1-6):** TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.
* **Target 7 (1-7):** LANGUAGE USE: Determine use of language by distinguishing literal from nonliteral meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.
* **Target 8 (1-8):** KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
* **Target 9 (1-9):** CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.

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

* **Target 10 (1-10):** WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
* **Target 11 (1-11):** REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.
* **Target 12 (1-12):** ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.
* **Target 13 (1-13):** TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to

demonstrate understanding of the text.

* **Target 14 (1-14):** LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.

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

*\*\*\*NOTE: Each year, students will be assessed using at least one* ***extended performance task*** *assessing one of the assessment targets: #2, #4, or #7. Targets in italics are* ***not*** *assessed on the SBAC computerized assessment and are not included in the listing by standard.*

* **Target 1a (2-1a):** WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
* **Target 1b (2-1b):** REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
* ***Target 2 (2-2):*** *COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).*
* **Target 3a (2-3a):** WRITE BRIEF TEXTS: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.
* **Target 3b (2-2b):** REVISE BRIEF TEXTS: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.
* ***Target 4 (2-4):*** *COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.*

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

* ***Target 5 (2-5):*** *[Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (illustrations) in*

*informational texts to enhance meaning.*

* **Target 6a (2-6a):** WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
* **Target 6b (2-6b):** REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.
* ***Target 7 (2-7):*** *COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.*
* **Target 8 (2-8):** LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* **Target 9 (2-9):** EDIT: Apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.
* ***Target 10 (2-10):*** *[Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to produce texts.*

*\*\*\*NOTE: Each year, students will be assessed using at least one* ***extended performance task*** *assessing one of the assessment targets: #2, #4, or #7. Targets in italics are* ***not*** *assessed on the SBAC computerized assessment and are not included in the listing by standard.*

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

* ***Target 1 (3-1):*** *[Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.*
* ***Target 2 (3-2):*** *[Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts*
* *and tasks, demonstrating grade-level formal English when appropriate.*
* ***Target 3 (3-3):*** *[Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.*
* **Target 4 (3-4):** Listen/Interpret: Interpret and use information delivered orally.

*\*\*\* Note: Targets in italics are* ***not*** *assessed on the SBAC computerized assessment and are not included in the listing by standard.*

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

* ***Target 1 (4-1):*** *[Not assessed on the Summative Assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.*
* **Target 2 (4-2):** INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.
* **Target 3 (4-3):** ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
* **Target 4 (4-4):** USE EVIDENCE: Cite evidence to support opinions and ideas.

*\*\*\* Note: Targets in italics are* ***not*** *assessed on the SBAC computerized assessment and are not included in the listing by standard.*