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

***Summary from SBAC Content Specifications***

**Grade 4 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 |
| 1-11-21-3 | 1-41-51-6 | 1-2 | 1-41-5 | 1-31-7 | 1-6 | 1-41-5 |  |  | 1-4 |  |
| RI1 | RI2 | RI3 | RI4 | RI5 | RI6 | RI7 | RI8 | RI9 | RI10 |
| 1-81-91-101-111-12 | 1-131-144-24-4 | 1-9 | 1-111-12 | 1-10 | 1-13 | 1-111-12 | 4-24-4 | 1-81-111-13 | 4-24-34-4 | 1-11 | 1-11 | 4-24-4 |  |
| **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 2-6b2-7 | 4-4 | 2-3a2-3b2-42-8 | 2-1a2-1b2-22-8 | 2-22-42-7 | 2-22-42-7 |  |  | 2-22-3a2-42-6a2-7 | 4-24-34-4 | 2-22-3a2-42-6a2-7 | 4-24-34-4 |  |
| **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 | 2-3b2-82-9 | 1-31-10 | 1-31-71-101-14 | 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 theme or central idea from details in the text, or summarize the text.
* **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 (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
* **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, setting, events, point of view, themes, topics) 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., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.
* **Target 6 (1-6):** TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.
* **Target 7 (1-7):** LANGUAGE USE: Determine the meaning of words and phrases by demonstrating understanding of figurative language and 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.

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

* **Target 9 (1-9):** CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.
* **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, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
* **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, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timeline s/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.
* **Target 12 (1-12):** ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.
* **Target 13 (1-13):** TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.
* **Target 14 (1-14):** LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).

**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, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
* **Target 1b (2-1b):** REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).
* ***Target 2 (2-2):*** *COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).*
* **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 evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.
* **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 evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

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

* ***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 develop an appropriate conclusion related to the information or explanation presented.*
* ***Target 5 (2-5):*** *[Not assessed in summative CAT assessment]* *USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.*
* **Target 6a (2-6a):** WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.
* **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 evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.
* ***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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.*
* **Target 8 (2-8):** LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.
* **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 gather information, make revisions, or 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: Strategically use precise 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., summarize, paraphrase) 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 subtopics that are provided; select and integrate 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, ideas, or analyses.

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