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

***Summary from SBAC Content Specifications***

**Grade 6 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  1-7 | 1-2 | | 1-4  1-5 | 1-3  1-7 | 1-6 | | 1-4  1-5 | |  |  | | 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 | 1-9 | | 1-11  1-12 | 1-10 | 1-13 | | 1-11  1-12  4-2 | | 1-11  1-13 | 1-11 | 4-2 | 1-11 | 4-2  4-4 |  |
| RH1 | | RH2 | | RH3 | RH4 | RH5 | | RH6 | | RH7 | RH8 | | RH9 | | RH10 |
| 1-8 | 4-2  4-4 | 1-9 | 4-2 | 1-8 | 1-10 | 1-13 | | 1-11 | | 4-2  4-4 | 1-11 | 4-2  4-4 | 4-2  4-4 | |  |
| RST1 | | RST2 | | RST3 | RST4 | RST5 | | RST6 | | RST7 | RST8 | | RST9 | | RST10 |
| 1-8 | 4-2  4-4 | 1-9 | 4-2 |  | 1-10 | 1-13 | | 1-11 | | 4-2  4-4 | 1-11 | 4-2  4-4 | 4-2  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  2-8 | | 2-1a  2-1b  2-2  2-8 | 2-2  2-4  2-7 | 2-2  2-4  2-7 | |  | |  | 2-2  2-3a  2-4  2-6a  2-6b | 2-7  4-2  4-3  4-4 | 2-2  2-3a  2-4  2-6a  2-6b | 2-7  4-2  4-4 |  |
| WHST1 | | WHST2 | | WHST3 | WHST4 | WHST5 | | WHST6 | | WHST7 | WHST8 | | WHST9 | | WHST10 |
| 2-7 | | 2-4 | |  | 2-4  2-7 | 2-4  2-7 | |  | |  | 2-4  2-7 | 4-2  4-3  4-4 | 2-4  2-7 | 4-2  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 | | 2-1b  2-3b  2-8 | 1-3  1-10 | 1-3  1-7 | 1-10  1-14 | 1-3  1-10 | 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: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.
* **Target 3(1-3):** WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
* **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., character development, plot, 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., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.
* **Target 6 (1-6):** TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.
* **Target 7 (1-7):** LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.

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

* **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: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.
* **Target 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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.
* **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., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.
* **Target 12 (1-12):** ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.
* **Target 13 (1-13):** TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.
* **Target 14 (1-14):** LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.

**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: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).
* **Target 1b (2-1b):** Revise Brief Texts: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).
* ***Target 2 (2-2):*** *COMPOSE FULL TEXTS:* *Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).*
* **Target 3a (2-3a):** Write Brief Texts: Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.
* **Target 3b (2-3b):** Revise Brief Texts: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from 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 explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.*
* ***Target 5 (2-5):*** *[Not assessed in summative CAT assessment] USE TEXT FEATURES:* *Employ text features and visual components appropriate to purpose and style.*
* **Target 6a (2-6a):** Write Brief Texts: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.
* **Target 6b (2-6b):** Revise Brief Texts: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument presented.
* ***Target 7 (2-7):*** *COMPOSE FULL TEXTS:* *Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.*
* **Target 8 (2-8):** Language and Vocabulary Use: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

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

* **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 argumentative 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), figurative language, syntax, grammar, and discourse appropriate to the intent, 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 key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent.*
* **Target 4 (3-4):** Listen/Interpret: Analyze, interpret, and use information delivered orally.

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**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 explore a topic, issue, or problem, logically organizing ideas and supporting details.*
* **Target 2 (4-2):** Analyze/Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).
* **Target 3 (4-3):** Evaluate Information/ Sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.
* **Target 4 (4-4):** Use Evidence: Cite evidence to support arguments, ideas, or analyses.
* ***Target 5 (4-5):*** *[Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.*
* ***Target 6 (4-6):*** *[Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message.*
* ***Target 7 (4-7):*** *[Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations.*

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