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

***Summary from SBAC Content Specifications***

**Grades 9-10 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 | | 1-11  1-13 | 4-2 | 1-11 | | 1-11 | |  |
| RH1 | | RH2 | | RH3 | | RH4 | RH5 | | RH6 | | RH7 | | RH8 | | RH9 | | RH10 |
| 1-8 | 4-2  4-4 | 1-9 | 4-2 | 1-8 | 4-2 | 1-10 | 1-13 | | 1-11 | | 1-13 | 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 | 4-2 | | 1-10 | 1-13 | | 1-11 | | 1-13 | 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 | | 2-4  2-7 | 2-4  2-7 | |  | |  | | 2-3a  2-4  2-6a  2-7 | 4-2  4-3  4-4 | 2-3a  2-4  2-6a  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 | 4-2 | 3-4 | |  |  | |  | |
| **Conventions of Standard English and Knowledge of Language** | | | | | | **Vocabulary Acquisition and Use** | | | | |  | |  | |  | |  |
| L1 | | L2 | | L3 | | L4 | L5 | | L6 | |  | |  | |  | |  |
| 2-9 | | 2-9 | |  | | 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 evidence in the text, or provide an

objective summary of the text.

* **Target 3 (1-3):** 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. denotation), word patterns, etymology, 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., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.
* **Target 5 (1-5):** ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish 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 or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone.
* **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: Determine a central idea and the key details that support it, or provide an objective summary of 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., connotation, denotation), word patterns, etymology, 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., development of individuals, ideas or events; author’s point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation.
* **Target 12 (1-12):** ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and explain how connections are made within or across texts (individuals, ideas, events), 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. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) 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., euphemism, oxymoron, hyperbole, paradox) used in context and analyze 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: #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, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator’s point of view, or using dialogue when describing an event or to advance action).
* **Target 1b (2-1b):** Revise Brief Texts: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator’s point of view, or using dialogue when describing an event or to advance action).
* ***Target 2 (2-2):*** *COMPOSE FULL TEXTS:* *The CCSS places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the Smarter Balanced Summative* *Assessment; however, the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.*
* **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/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic.
* **Target 3b (2-3b):** Revise Brief Texts: Apply a variety of strategies when revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).

**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 and maintaining a focus/tone; develop a complex topic and subtopics, 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 (e.g., articulate implications or the significance of a topic).*
* ***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 precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports 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 precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) 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.*

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

* **Target 8 (2-8):** Language and Vocabulary Use: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.
* **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: #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., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent.*
* **Target 4 (3-4):** Listen/Interpret: Analyze, 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: Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.*
* **Target 2 (4-2):** Analyze/Integrate Information: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
* **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. Evaluate relevance, accuracy, and completeness of information from multiple sources.
* **Target 4 (4-4):** Use Evidence: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.
* ***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 (narrative, informational, and opinion/argumentative texts).*
* ***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.*