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

***Summary from SBAC Content Specifications***

**SBAC Alignment to Grade 3 Standards**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Operations and Algebraic Thinking** | **SBAC Claim-Target** | **Number and Operations in Base Ten** | **SBAC Claim-Target** | **Number and Operations-Fractions** | **SBAC Claim-Target** | **Measurement and Data** | **SBAC Claim-Target** | **Geometry** | **SBAC Claim-Target** |
| **OA.1** | **1-A**  **2-A thru D**  **4-A thru G** | **NBT.1** | **1-E**  **2-A thru D** | **NF.1** | **1-F**  **3-A thru F** | **MD.1** | **1-G**  **2-A thru D**  **3-A thru F**  **4-A thru G** | **G.1** | **1-K** |
| **OA.2** | **1-A**  **2-A thru D**  **4 A thru G** | **NBT.2** | **1-E**  **2-A thru D** | **NF.2** | **1-F**  **3-A thru F** | **MD.2** | **1-G**  **2-A thru D**  **3-A thru F**  **4-A thru G** | **G.2** | **1-I**  **1-K** |
| **OA.3** | **1-A**  **2-A thru D**  **4-A thru G** | **NBT.3** | **1-E**  **2-A thru D** | **NF.3** | **1-F**  **3-A thru F** | **MD.3** | **1-H**  **2-A thru D** |  |  |
| **OA.4** | **1-A**  **2-A thru D**  **4-A thru G** |  |  |  |  | **MD.4** | **1-H**  **2-A thru D** |  |  |
| **OA.5** | **1-B**  **1-I**  **3-A thru F** |  |  |  |  | **MD.5** | **1-I**  **2A thru D**  **3-A thru F**  **4-A thru G** |  |  |
| **OA.6** | **1-B**  **3-A thru F** |  |  |  |  | **MD.6** | **1-I**  **2 A thru D**  **3-A thru F**  **4-A thru G** |  |  |
| **OA.7** | **1-C** |  |  |  |  | **MD.7** | **1-I**  **2-A thru D**  **3-A thru F**  **4-A thru G** |  |  |
| **OA.8** | **1-D**  **2-A thru D**  **4-A thru G** |  |  |  |  | **MD.8** | **1-J**  **2-A thru D**  **4-A thru G** |  |  |
| **OA.9** | **1-D**  **2-A thru D**  **4-A thru G** |  |  |  |  |  |  |  |  |

**Smarter Balanced Claims for Math**

* **Claim 1:** **Concepts & Procedures –** Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
* **Claim 2: Problem Solving –** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.
* **Claim 3: Communicating Reasoning –** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
* **Claim 4:** **Modeling and Data Analysis** – Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

**Smarter Balanced Claims & Targets for Math**

*“m” – denotes major*

*“a/s” denotes additional/supporting*

**Claim 1: Concepts & Procedures –** Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

* **Target A [m]:** Represent and solve problems involving multiplication and division.
* **Target B [m]:** Understand properties of multiplication and the relationship between multiplication and division.
* **Target C [m]:** Multiply and divide within 100.
* **Target D [m]:** Solve problems involving the four operations, and identify and explain patterns in arithmetic.
* **Target E [a/s]:** Use place value understanding and properties of arithmetic to perform multi-digit arithmetic.
* **Target F [m]:** Develop understanding of fractions as numbers.
* **Target G [m]:** Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
* **Target H [a/s]:** Represent and interpret data.
* **Target I [m]:** Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
* **Target J [a/s]:** Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
* **Target K [a/s]:** Reason with shapes and their attributes.

**Claim 2: Problem Solving –** Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

* **Target A:** Apply mathematics to solve well-posed problems in pure mathematics and those arising in everyday life, society, and the workplace.
* **Target B:** Select and use appropriate tools strategically.
* **Target C:** Interpret results in the context of a situation.
* **Target D:** Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

**Claim 3: Communicating Reasoning –** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

* **Target A:** Test propositions or conjectures with specific examples.
* **Target B:** Construct, autonomously, 12 chains of reasoning that will justify or refute propositions or conjectures.
* **Target C:** State logical assumptions being used.
* **Target D:** Use the technique of breaking an argument into cases.
* **Target E:** Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is.
* **Target F:** Base arguments on concrete referents such as objects, drawings, diagrams, and actions.
* **Target G:** At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)

**Claim 4:** **Modeling and Data Analysis** – Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

* **Target A:** Apply mathematics to solve problems arising in everyday life, society, and the workplace.
* **Target B:** Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.
* **Target C:** State logical assumptions being used.
* **Target D:** Interpret results in the context of a situation.
* **Target E:** Analyze the adequacy of and make improvements to an existing model or develop a
* mathematical model of a real phenomenon.
* **Target F:** Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).
* **Target G:** Identify, analyze and synthesize relevant external resources to pose or solve problems.