



# English Language Arts Assessment

## English Language Arts (ELA) Grade 11 Threshold Achievement Level Descriptors (ALD)

### With Claims, Targets and Standards

This document aligns the Oregon ELA Assessment claims and targets with the Oregon English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the Oregon ELA Assessment reports.

**CLAIMS AND TARGETS:** Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure inclusion of standards, learning progressions, and the Depth of Knowledge levels.

**DEPTH OF KNOWLEDGE:** The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like in reading and determining author’s purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

**Target Sampling ELA/Literacy High School**

Component	Claim	Content Category	Targets	Items	Total Items		
Computer Adaptive (CAT)	1: Reading	Literary	2: Central Ideas	1	4	30% of text-related assessment evidence will come from reading literary texts and may include stories, poems, drama (comedies, tragedies), literary nonfiction, or eighteenth-, nineteenth-, and early-twentieth-century works of American literature.	
			4: Reasoning and Evaluation	1			
			1: Key Details	2			
			3: Word Meanings				
			5: Analysis with/across Texts				
			6: Text Structures and Features				
			7: Language Use				
	Informational	9: Central Ideas	2-4	11-12	70% of text-related assessment evidence will come from reading informational texts and may include digital news sources, historical US documents (e.g., US Supreme Court opinions/dissents, public advocacy documents), and science and technical texts.		
		11: Reasoning and Evaluation					
		8: Key Details	7-10				
		10: Word Meanings					
		12: Analysis with/across Texts					
		13: Text Structures and Features					
14: Language Use							
2: Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	2	6		20% of the assessment evidence will come from revising, and/or editing narrative writing.	
	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts					
		8: Language and Vocabulary Use	1			40% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources.	
	Conventions	9: Edit/Clarify	3			40% of the assessment evidence will come from revising, and/or editing argumentative writing based on evidence from given sources.	
3: Listening	Listening	4: Listen/Interpret	8-9			8-9	
4: Research	Research	2: Analyze/ Integrate Information	8			8	Each year, students will be assessed using <u>at least</u> one extended performance task assessing one of the assessment targets: #4, or #7.  The Writing PT score is derived from a single student response scored on three distinct traits, 1) Organization/Purpose, 2) Evidence/Elaboration and 3) Conventions.  Other assessment targets may be assessed using a mix of CAT writing items or items as described and reported under Claim #4 (Research).
		3: Evaluate Information/Sources					
		4: Use Evidence					
2: Writing	Organization/Purpose	2/4/7: Compose Full Texts	1 Full Write				
	Evidence/Elaboration	2/4/7: Compose Full Texts					
	8: Language and Vocabulary Use						
Conventions	9: Edit/Clarify						
4: Research	Research	2: Interpret and Integrate Information	0-1 Machine Scored 0-1 Short Text				
		3: Analyze Information/Sources					
		4: Use Evidence					

Underlined content from the Oregon Common Core Standards shows what each assessment target could assess.

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

**Content Category: Literary Text**

<b>Assessment Targets</b>	<b>2: Central Ideas</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	<b>4: Reasoning and Evaluation</b> 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.	<b>1: Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	<b>3: Word Meanings</b> 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 <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b>	<b>5: Analysis within/across Texts</b> 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.	<b>6: Text Structures and Features</b> Analyze text structures and the impact of those choices on meaning or presentations.	<b>7: Language Use</b> 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.
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**Content Standards**

<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>RL-2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</u>	<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>RL-3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u> <u>RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u> <u>RL-9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</u>	<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>RL-4 Determine the meaning of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning including figurative and connotative meanings; and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</u> <u>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</u> <u>L4-a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</u> <u>L4-b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</u> <u>L4-c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</u> <u>L4-d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u> <u>L-5b Analyze nuances in the meaning of words with similar denotations.</u> <u>L-6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>RL-3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u> <u>RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>	<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>RL-5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</u>	<u>RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <u>RL-4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u> <u>L-5a (Gr. 9–10) Interpret figures of speech (e.g., euphemism, oxymoron)</u>
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in context and analyze their role in the text.  
**L-5a (Gr. 11–12)**  
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

**Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...**

**2**

- Identify key textual evidence to attempt to support simple inferences or conclusions.
- Provide a simple summary of key events and/or details of a text.
- Use sentence- and paragraph-level context and resources to determine meanings of most grade-level words.
- Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.
- Analyze some interrelationships of literary elements in texts of low to moderate complexity.
- Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.
- Identify elements that contribute to points of view and how they impact meaning.
- Identify and determine meaning and impact of figurative language.

**3**

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize themes and some analysis of thematic development over the course of the text using relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts.
- Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials).
- Partially analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of text and explain the impact(s) of those choices on meaning or presentation.
- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.

**4**

- Identify and analyze textual evidence in texts of high complexity.
- Provide an effective summary and analysis of thematic development over the course of a text using an appropriate level of relevant evidence.
- Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
- Apply reasoning and a thorough range of textual evidence to justify inferences or judgments made about texts.
- Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.
- Apply reasoning and a range of textual evidence to justify inferences and judgments made about texts of high complexity.
- Analyze the interrelationships among literary elements in texts of high complexity to show how connections are made in development of complex ideas or events.
- Analyze the effectiveness and impact of text structures and/or text features of texts of high complexity.
- Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

Content Category: Informational Text							
Assessment Targets	9: Central Ideas Determine a central idea and the key details that support it, or provide an objective summary of the text.	11: Reasoning and 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.	8: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	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. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b>	12: Analysis <b>within/across Texts</b> 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.	13: Text Structures and 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..	14: Language Use Interpret understanding of figurative language, word relationships, and nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.
Content Standards							
<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI-2</b> Determine two or more central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b>RH-2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RST-2</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI-3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p><b>RH-6</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><b>RST-6</b> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p> <p><b>RI-7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>RI-8</b> Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal</p>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RH-1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RST-1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or</p>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI-4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>RH-4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).</p> <p><b>RST-4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI-3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI-5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>RH-5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><b>RST-5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RI-7</b> Integrate and evaluate multiple sources of</p>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>L-5a (Gr. 9–10)</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>L-5a (Gr. 11–12)</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	

	<p><u>reasoning</u> (e.g., in US Supreme Court majority opinions and dissents) and the <u>premises, purposes, and arguments in works of public advocacy</u> (e.g., <i>The Federalist</i>, presidential addresses).</p> <p><b>RH-8</b> <u>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p><b>RST-8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p> <p><b>RI-9</b> <u>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</u></p>	<p><u>inconsistencies in the account.</u></p> <p><b>RH-3</b> <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u></p>	<p><b>L-4a</b> <u>Use context</u> (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) <u>as a clue to the meaning of a word or phrase.</u></p> <p><b>L-4b</b> <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</u> (e.g., <i>conceive, conception, conceivable</i>).</p> <p><b>L-4c</b> <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</u></p> <p><b>L-4d</b> <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p><b>L-6</b> <u>Acquire and use accurately general academic and domain-specific words and phrases</u>, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		<p><u>information presented in different media or formats</u> (e.g., <u>visually, quantitatively</u>) <u>as well as in words in order to address a question or solve a problem.</u></p> <p><b>RH-7</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media</u> (e.g., <u>visually, quantitatively, as well as in words</u>) <u>in order to address a question or solve a problem.</u></p> <p><b>RST-7</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media</u> (e.g., <u>quantitative data, video, multimedia</u>) <u>in order to address a question or solve a problem.</u></p>	
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## Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Identify key textual evidence to attempt to support simple inferences, analysis, interpretations, or conclusions.
- Provide a simple summary of key events and/or details of a text.
- Use sentence- and paragraph-level context and resources to determine meanings of words.
- Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.
- Analyze the connection of ideas within and between texts of low-to-moderate complexity.
- Describe basic text structures and genre-specific features or formats and show a limited understanding of their impact.
- Demonstrate emerging knowledge of obvious genre interpretations and ideas.
- Have limited engagements and interaction with source materials in common.
- Partially account for elements that contribute to points of view.
- Identify and begin to determine meaning and impact of figurative language.

3

- Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.
- Summarize central ideas, topics, key events, or procedures from a text using sufficient supporting ideas and relevant details.
- Determine intended meanings of most words, including distinguishing connotation/denotation, figurative language, and words with multiple meanings based on context, word patterns, word relationships, etymology, or use of specialized resources.
- Apply reasoning and a sufficient range of textual evidence to justify analyses of author's presentation of moderately complex information.
- Adequately support a basic analysis of a moderately complex text to show how some connections are made in development of ideas or events or development of topics, themes, or rhetorical features.
- Adequately support a basic analysis of text structures and/or text features and determine an impact of text structures and/or text features on meaning or presentation.
- Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and partially explain the impact of these word choices on meaning and tone.

4

- Identify and analyze textual evidence in texts of high complexity.
- Provide full analysis of the development of central ideas over the course of a text using an appropriate level of relevant evidence.
- Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation, figurative language, words with multiple meanings, and specialized academic language.
- Apply reasoning and a full range of textual evidence to justify inferences and judgments made about texts of high complexity.
- Analyze the figurative and connotative meanings of words and phrases used in context and explain the complex impact(s) of those word choices on meaning and tone.
- Apply thorough reasoning and a range of textual evidence to justify analyses of author's presentation of information in texts of high complexity.
- Analyze texts of high complexity to show how connections are made in development of complex ideas or events.
- Analyze the effectiveness and impact of text structures and/or text features of highly complex texts.
- Analyze figurative and connotative meanings of words and phrases in texts of high complexity.

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

**Content Category: CAT Items**

	Organization/Purpose	Evidence/Elaboration	Conventions	
Assessment Targets	<p><b>Revise Brief Texts</b>  <b>1b:</b> 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).  <b>3b:</b> 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).  <b>6b:</b> 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.</p>	<p><b>Revise Brief Texts</b>  <b>1b:</b> 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).  <b>3b:</b> 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).  <b>6b:</b> 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.</p>	<p><b>8: Language and Vocabulary Use :</b> 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.</p>	<p><b>9: Edit/Clarify:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>



## Content Standards

### W-1 (Targets 6a and 6b)

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

### W-2 (Targets 3a and 3b)

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### W-3 (Targets 1a and 1b)

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W-2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**W-3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**L-3a** Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**L-6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**L-1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L-2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Content Category: Performance Task**

Organization/Purpose	Evidence/Elaboration	Conventions
<p><b>COMPOSE FULL TEXTS:</b></p> <p>2. 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.</p> <p>4. 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).</p> <p>7. 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.</p>	<p>2. 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.</p> <p>4. 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).</p> <p>7. 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.</p>	<p><b>8: Language and Vocabulary Use :</b> 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.</p>
<p><b>9: Edit/Clarify:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>		

**Content Standards**

<p><b>W-1 (Target 7)</b></p> <p>a. <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u></p> <p>b. <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p>c. <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p>d. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>W-2 (Target 4)</b></p> <p>a. <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</u></p> <p>c. <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p>e. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in</u></p>	<p><b>W-2d</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p><b>L-3a</b> <u>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u></p> <p><b>L-6</b> <u>Acquire and use accurately general academic and domain-</u></p>	<p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...**

**2**

- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal support and elaboration when writing brief informational/explanatory texts.
- Demonstrate some ability to use appropriate text features.
- Produce argumentative texts and attempt to acknowledge a counterclaim.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.
- Apply some revisions to narrative, informational, and argument texts.
- Use basic technology, with support, for gathering information, making revisions, or producing texts.

**3**

- Apply some narrative strategies, text structures, and some transitional strategies for coherence using some relevant details and precise words and phrases in writing or revising brief narrative texts.
- Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/ tone, and including some relevant supporting evidence.
- Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/ tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources.
- Use text features (e.g., formatting, graphics, multimedia) with some attention to audience and purpose.
- Apply strategies when writing or revising brief argumentative texts to develop a claim by organizing and citing some supporting evidence and counterclaims, providing transitional strategies for coherence, and using language to maintain a suitable focus/ tone.
- Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/ tone.
- Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.
- Apply and edit most conventions of grade-appropriate, Standard English grammar usage and mechanics.
- Follow directions when using tools of technology to gather information, make revisions, or produce texts.

**4**

- Apply effective writing strategies and processes when writing and revising texts for all purposes.
- Use precise language.
- Use relevant and persuasive evidence.
- Assess and synthesize supporting evidence.
- Select technological tools based on appropriateness.
- Apply grade-appropriate editing and revising skills.

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

**Content Category:** Listening

Assessment  
Targets

**4: Listen/Interpret:** Interpret and use information delivered orally.

**Content Standards**

SL-2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL-3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. supporting details presented in

**2**

- Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.

**3**

- Synthesize content from source materials and media, discriminating for relevance among a range of rhetorical presentations of information.
- Listen for point of view and begin to analyze perspective and motivation in a speaker's assumptions, connections, use of vocabulary, unstated premises, and rhetorical choices.

**4**

- Synthesize diverse source materials from diverse perspectives delivered orally or through audiovisual materials.
- Systematically evaluate the ways that uses of evidence, implicit premises, and rhetorical stylistic choices enhance or undermine points of view.

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

**Content Category: Research**

<b>Assessment Targets</b>	<b>2: Interpret and Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	<b>3: Evaluate Information/Sources:</b> 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.	<b>4: Use Evidence:</b> Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.
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**Content Standards**

<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>RI-7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>RLiteracy (History; Sci/Tech) -1, 2, 3</b> (as appropriate to research task or topic)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RLiteracy-1 (Sci/Tech)</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b>RLiteracy-2(History)</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RLiteracy -2 (Science)</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>RLiteracy-3 (History)</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RLiteracy 3 (Science)</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b>RLiteracy-7 (History)</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RLiteracy-7 (Science)</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>RLiteracy-8 (History)</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>RLiteracy-8 (Science/Tech)</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>RLiteracy-9 (History)</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RLiteracy-9 (Science/Tech)</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting</p>	<p><b>W-8, WLiteracy 8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>RLiteracy-1 (Science)</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b>RLiteracy-7 (History)</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>RLiteracy-7 (Science)</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>RLiteracy-8 (History)</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>RLiteracy-8 (Science/Tech)</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>RLiteracy-9 (History)</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>RLiteracy-9 (Science/Tech)</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>W-1b</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow</p>
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information when possible.

**SL-2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**W-8, WLiteracy-8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W-9, WLiteracy-9** Draw evidence from informational texts to support analysis, reflection, and research.

of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W-9, WLiteracy-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...**

**2**

- Demonstrate minimal research and evaluation skills.
- Draw broad conclusions from source materials.
- Construct a partial or undeveloped claim with limited use of evidence.
- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.
- Develop an argument with a claim and minimal support.

**3**

- Use research/inquiry methods to explore a topic.
- Select from and adequately analyze sources from a variety of perspectives and present findings.
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
- Search for relevant authoritative information and evaluate the uses and limitations of source material.
- Generate a specific debatable claim or main idea and cite some relevant evidence.

**4**

- Employ multimodal resources to advance a persuasive and sustained exploration of a topic.
- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
- Search for relevant information from diverse authoritative sources.
- Systematically evaluate the uses and limitations of sources.
- Generate authoritative claim.
- Evaluate and cite substantial, relevant evidence.