

OSAS English Language Arts Test

Grade 3 English Language Arts (ELA) Claims, Targets, and Standards Alignment

This document aligns the OSAS ELA summative test with the Oregon English Language Arts (ELA) and Literacy Standards. Oregon’s ELA summative tests are built around what students should know and be able to do within their enrolled grade. The OSAS ELA summative test includes multiple ELA domains (*Approximately Reading 40%, Writing 40%, Listening 10%, and Research 10%*) which are referenced as assessment “Claims”. Each claim is accompanied by grade-level assessment targets which correlate to the specific concepts associated with standards and their full depth of critical thinking. These claims and targets can be used to design local assessments or develop classroom lessons with task-rich activities. In addition, the document serves as a guide in understanding the OSAS ELA test results and interpreting district/school target 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 the 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 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 reading and determining the 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.

OSAS Blueprint: Target Sampling ELA/Literacy Grades 3 – 8 and HS

Component	Claim	Content Category	Targets	Items	Total Items	OSAS Blueprint Descriptors
Computer Adaptive (CAT)	1: Reading	Literary	2: Central Ideas	0-1	4	<p>Reading: Approximately 33% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.</p> <p>Reading: Approximately 66% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics.</p> <p>Evidence will come from revising, and/or editing the various writing purposes.</p> <p>Writing:</p> <ul style="list-style-type: none"> • Approximately 33% opinion writing • Approximately 33% narrative writing • Approximately 33% informative writing
			4: Reasoning and Evaluation	1		
			1: Key Details	2 – 3		
			3: Word Meanings			
			5: Analysis with/across Texts			
			6: Text Structures and Features			
			7: Language Use			
	Informational	9: Central Ideas	1 – 2	7 - 8		
		11: Reasoning and Evaluation	1 – 2			
		8: Key Details	5 - 6			
		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		
	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts				
			8: Language and Vocabulary Use		1	
	Conventions	9: Edit/Clarify	3			
3: Listening	Listening	4: Listen/Interpret	4	4		
4: Research	Research	2: Interpret and Integrate Information	1	3		
		3: Analyze Information/Sources	1			
		4: Use Evidence	1			
Performance Task (PT)	2: Writing	Organization/Purpose	4/7: Compose Full Texts	1 Full Write	<p>A. Each student receives one PT with either an opinion or informative writing task.</p> <p>a. The ELA PT writing task is hand-scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions.</p> <p>B. An additional research item (machine scored item, or short text response) is aligned to ELA PT and reported under Claim #4 (Research).</p>	
		Evidence/Elaboration	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			

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

Oregon Reading Content Category: Literary Text

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within/Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.	Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context or demonstrate understanding of nuances in word meanings used in context.

Oregon English Language Arts and Literacy Standards

3.RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

<i>Primary focus is on 3.RL.1</i>	3.RL.2 - Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.	3.RL.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 3.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 3.L.4a - Use sentence-level context as a clue to the meaning of a word or phrase. 3.L.4b - Determine the meaning of the new word formed when a known affix is added to a known word. 3.L.4c - Use a known root word as a clue to the meaning of an unknown word with the same root. 3.L.4d - Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases. 3.L.5c - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	3.RL.3 - Describe characters in a story and explain how their actions contribute to the sequence of events. 3.RL.6 - Distinguish their own point of view from that of the narrator or those of the characters. 3.RL.9 - Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.	3.RL.3 - Describe characters in a story and explain how their actions contribute to the sequence of events. 3.RL.6 - Distinguish their own point of view from that of the narrator or those of the characters.	3.RL.5 - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 3.RL.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	3.RL.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 3.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 3.L.5a - Distinguish the literal and nonliteral meanings of words and phrases in context. 3.L.5b - Identify real-life connections between words and their use.
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3.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

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

Oregon Reading Content Category: Informational Text

Key Details	Central Ideas	Word Meanings	Reasoning & Evidence	Analysis Within/Across Texts	Text Structures and Features	Language Use
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Identify or determine a main idea and the key details that support it.	Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events ideas, concepts, procedures, point of view, use of information from illustrations, compare and contrast points or key details) and use supporting evidence as justification/ explanation.	Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author’s point of view.	Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text.	Determine understanding of word relationships and nuances, literal and non- literal words and phrases used in context, or identify connections between words and their uses.

Oregon English Language Arts and Literacy Standards

3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	3.RI.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>3.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing from an array of strategies.</p> <p>3.L.4a - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.L.4b - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3.L.4c - Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>3.L.4d – Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>3.RI.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.6 - Distinguish between a firsthand and secondhand account of the same event or topic.</p> <p>3.RI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>3.RI.8 - Describe the logical connection between particular sentences and paragraphs in a text.</p> <p>3.RI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>3.RI.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.6 - Distinguish between a firsthand and secondhand account of the same event or topic.</p>	<p>3.RI.5 - Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>3.RI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>	<p>3.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>3.L.5a - Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>3.L.5b - Identify real-life connections between words and their use.</p>
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3.RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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

Oregon Writing Content Category: Computer Adaptive Test (CAT) Segment

Organization/Purpose	Evidence/Elaboration	Evidence/Elaboration	Conventions
<p>Revise Brief Texts</p> <p>1b: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p>3b: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.</p> <p>6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p>		<p>Language and Vocabulary Use</p> <p>Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Edit/Clarify:</p> <p>Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p>

Oregon English Language Arts and Literacy Standards

<p>3.W.3 (Target 1b)</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. <p>3.W.2 (Target 3b)</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section. <p>3.W.1 (Target 6b)</p> <ul style="list-style-type: none"> a. Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section. <p>3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3.L.3a - Choose words and phrases for effect.</p> <p>3.L.6 - Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>3.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.3b - Recognize the differences between the conventions of spoken and written standard English.</p>
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Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

Oregon Writing Content Category: Performance (PT) Segment

Organization/Purpose	Evidence/Elaboration	Evidence/Elaboration	Conventions
<p>COMPOSE FULL TEXTS:</p> <p>4: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p>7: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p>		<p>Language and Vocabulary Use Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p>	<p>Edit/Clarify: Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p>

Oregon English Language Arts and Literacy Standards

<p>3.W.2 (Target 3b) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases to connect ideas within categories of information. Provide a concluding statement or section. <p>3.W.1 (Target 6b) - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases to connect opinion and reasons. Provide a concluding statement or section. <p>3.W.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>3.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>3.L.3a - Choose words and phrases for effect.</p> <p>3.L.6 - Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>3.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.3b - Recognize the differences between the conventions of spoken and written standard English.</p>
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Claim #3 Speaking/Listening: *Students can employ effective speaking and listening skills for a range of purposes and audiences.*

Oregon Listening Content Category

Listen/Interpret

Interpret and use information delivered orally.

Oregon English Language Arts and Literacy Standards

3.SL.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats

3.SL.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

Oregon Research Content Category

Interpret and Integrate Information

Analyze Information/Sources

Use Evidence

Locate information to support central ideas and key details that are provided; select information from data or print and non- print text sources for a given purpose.

Distinguish relevant/irrelevant information.

Cite evidence to support opinions or ideas.

Oregon English Language Arts and Literacy Standards

3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

3.RI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.RI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

3.RI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.6 - Distinguish between a firsthand and secondhand account of the same event or topic.

3.RI.7 - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

3.RI.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.

3.W.1b - Provide reasons that support the opinion.

3.W.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.