English Language Arts Assessment

English Language Arts (ELA) Grade 3 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 Grades 3 - 5

Component	Claim	Content Category	Targets	Items	Total Items	
Computer Adaptive (CAT)	1: Reading	Literary	2: Central Ideas	1 - 2	7 - 8	Approximately 50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.
			4: Reasoning and Evaluation	1 - 2		
			1: Key Details	3 - 6		
			3: Word Meanings			
			5: Analysis with/across Texts			
			6: Text Structures and Features			
			7: Language Use			
		Informational	9: Central Ideas	1 - 2	7 - 8	Approximately 50% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics.
			11: Reasoning and Evaluation	1 - 2		
			8: Key Details	3 - 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	Approximately 35% of the assessment evidence will come from revising, and/or editing narrative writing. Approximately 35% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources. Approximately 30% of the assessment evidence will come from revising, and/or editing opinion writing based on evidence from given sources.
		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	8-9	8-9	
	4: Research	Research	2: Interpret and Integrate Information	8	8	
			3: Analyze Information/Sources			
			4: Use Evidence			
Performance Task (PT)	2: Writing	Organization/Purpose	2/4/7: Compose Full Texts	1 Full Write		Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #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.
		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		Students will receive on an additional research item in the ELA PT. Either a machine scored item or a short text item will be assigned and reported under Claim #4 (Research).
			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						
Assessment Targets	**2: Central Ideas** 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.	**4: Reasoning and Evaluation** 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.	**1: Key Details** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	**3: Word Meanings** 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.**	**5: Analysis within/across Texts** 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.	**6: Text Structures and Features** Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	**7: Language Use** 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.
	Content Standards						
	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-2 Recount 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.	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL-6 Distinguish their own point of view from that of the narrator or those of the characters. RL-9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. 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. L-4a Use sentence-level context as a clue to the meaning of a word or phrase. L-4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *comfortable/uncomfortable, care/careless, heat/preheat*). L-4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). L-4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. L-5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew,*	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL-6 Distinguish their own point of view from that of the narrator or those of the characters.	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. RL-7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)	RL-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL-4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). L-5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful.)

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

2

• Use some details and information from text to partially support answers or basic inferences.

• In texts of low-to-moderate complexity, summarize central ideas, key events, or the sequence of events presented in a text.

• In texts of low-to-moderate complexity, determine intended meaning of words through context, relationships, structure, or resources.

• In texts of low-to-moderate complexity, explain his or her inferences about characters, feelings, and author's message.

• Explain how information is presented or connected within or across texts of low-to-moderate complexity.

• Specify or compare relationships across texts of low-to-moderate complexity.

• Demonstrate knowledge of text structures or text features in texts of low-to-moderate complexity.

• Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of low-to-moderate complexity.

3

• Use explicit details and information from texts of moderate complexity to support answers or basic inferences.

• Identify or summarize central ideas, key events, or sequence of events presented in texts of moderate complexity.

• Determine intended meaning of words through context, relationships, structure, or resources in texts of moderate complexity.

• Interpret and explain inferences and author's message and distinguish point of view in texts of moderate complexity.

• Specify and compare or contrast relationships across texts of moderate complexity.

• Demonstrate knowledge of text structures or text features to obtain, interpret, explain, or connect information in texts of moderate complexity.

• Interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in texts of moderate complexity.

4

• Use explicit details and information from the text to support answers and basic inferences in highly complex texts.

• Identify and summarize central ideas, key events, or the sequence of events presented in highly complex texts.

• Determine intended meaning of words through context, relationships, structure, or resources in highly complex texts.

• Use evidence to interpret and explain inferences and distinguish point of view from that of the narrator/character in highly complex texts.

• Specify, compare, and contrast relationships across highly complex texts.

• Demonstrate knowledge of text structures and text features to interpret or explain/connect information in highly complex texts.

• Begin to interpret use of language by distinguishing literal from non-literal meanings of words or phrases used in context in highly complex texts.

	Content Category: Informational Text						
Assessment Targets	**9: Central Ideas** Identify or determine a main idea and the key details that support it.	**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., 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.	**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 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.**	**12: Analysis within/across Texts** Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	**13: Text Structures and Features** Relate knowledge of text features (e.g., maps, photographs) demonstrate understanding of the text.	**14: Language Use** 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.
	Content Standards						
	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. RI-6 Distinguish their own point of view from that of the author of a text. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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*. 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. L-4a Use sentence-level context as a clue to the meaning of a word or phrase. L-4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable*/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). L-4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). L-4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 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. RI-6 Distinguish their own point of view from that of the author of a text.	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. L-5 Demonstrate understanding of word relationships and nuances in word meanings. L-5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). L-5b Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful.)*

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

2

•Use details and information from the text to support answers or inferences in texts of low-to-moderate complexity.

•Identify or summarize central ideas/key events or the procedures or details that support them in texts of low-to-moderate complexity.

•Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of low-to-moderate complexity.

•Use supporting evidence to interpret and explain how information is presented across texts of low-to-moderate complexity.

•Specify, integrate, or compare information within or across texts of low-to-moderate complexity.

•Demonstrate knowledge of text structures or features to obtain, interpret, or explain information in texts of low-to-moderate complexity.

•Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of low-to-moderate complexity.

3

•Use details and information from texts of moderate complexity to support answers or inferences.

•Identify or summarize central ideas/key events or procedures or details that support them in texts of moderate complexity.

•Determine intended meanings of words, including words with multiple meanings, based on context, word relationships, word structure, or use of resources in texts of moderate complexity.

•Use supporting evidence to interpret and explain how information is presented across texts of moderate complexity.

•Specify, integrate, and compare information within and across texts of moderate complexity.

•Demonstrate knowledge of text structures or text features to obtain, interpret, explain, and connect information in texts of moderate complexity.

•Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in texts of moderate complexity.

4

•Use explicit details and information from the text to support answers and inferences in highly complex texts.

•Identify and summarize central ideas/key events, procedures, and details that support them in highly complex texts.

•Begin to determine meanings of words and domain-specific words and phrases, based on context, word relationships, word structure, or use of resources in highly complex texts.

•Begin to use supporting evidence to interpret and explain how information is presented across highly complex texts.

•Begin to specify, integrate, and compare information within and across highly complex texts.

•Demonstrate knowledge of text structures and text features to obtain, interpret, and explain information in highly complex texts.

•Begin to interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context in highly complex texts.

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.			
Content Category: CAT Items			
Organization/Purpose	**Evidence/Elaboration**		**Conventions**

Assessment Targets

Organization/Purpose	Evidence/Elaboration	Conventions	
Revise Brief Texts **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). **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. **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.	**Revise Brief Texts** **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). **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. **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.	**8: 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.	**9: 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.

Content Standards			
W-1 (Target 6b) 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, e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. W-2. (Target 3b) a. Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section. W-3 (Target 1b) 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. 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.		L-3a Choose words and phrases for effect. 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 (e.g., *After dinner that night we went looking for them.*	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. L-3b Recognize the differences between the conventions of spoken and written standard English.

Content Category: Performance Task		
Organization/Purpose	**Evidence/Elaboration**	**Conventions**
COMPOSE FULL TEXTS: 2. Write **full narrative** texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). 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. 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.	**COMPOSE FULL TEXTS:** 2. Write **full narrative** texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). 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. 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.	**8: 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. **9: 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.
Content Standards		

W-3 (Target 2)
    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.
W-2. (Target 4)
    a. Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension.
    b. Develop the topic with facts, definitions, and details.
    c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
    d. Provide a concluding statement or section.
W-1 (Target 7)
    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, e.g., *because, therefore, since, for example) to connect opinion and reasons.*
    d. Provide a concluding statement or section.
W-4   With guidance and support from adults, produce writing in which the development and organization are appropriate to task, purpose, and audience.
W-5   With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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.
	L-3a Choose words and phrases for effect.
	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 (e.g., *After dinner that night we went looking for them.*
		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.
		L-3b Recognize the differences between the conventions of spoken and written standard English.

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

2
•Write or revise one simple-structure paragraph, demonstrating some awareness of narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
•Write simple complete compositions, demonstrating some narrative techniques: chronology, transitional strategies for coherence, structure, or author's craft with possible demonstration of purpose.
•Write or revise one simple-structure informational/explanatory paragraph, demonstrating some awareness of how to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
•Write or revise, simple informational/explanatory texts on a topic, occasionally attending to purpose and audience, organizing ideas by stating a focus, including structures and transitional strategies for coherence, including some supporting details and a conclusion.
•Show some awareness of how to use text features in information texts to enhance meaning with minimal support (e.g., directive or general feedback).
•Write or revise one simple-structure paragraph demonstrating ability to state an opinion about a topic or source, set a context, loosely organize ideas using linking words, develop some supporting reasons, or provide a partial conclusion.
•Write simple complete opinion pieces, demonstrating some ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop few supporting reasons, and provide a conclusion.
•With some support (e.g., directive and general feedback), use language and vocabulary that is appropriate to the purpose and audience when revising or composing texts.
•Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
•Use tools of technology to produce texts with minimal support (e.g., whole broken into parts).

3
•Write or revise one paragraph, demonstrating narrative techniques, chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose.
•Write full compositions, demonstrating narrative techniques: chronology, transitional strategies for coherence, or author's craft with minimal demonstration of purpose.
•Write or revise one or more informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including transitional strategies for coherence, supporting details, or a conclusion.
•Use text features in information texts to enhance meaning without support.
•Write or revise one or more paragraphs, demonstrating ability to state an opinion about a topic or source, set a context, organize ideas using linking words, develop supporting reasons, or provide an appropriate conclusion.
•Write full opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and transitional strategies for coherence, develop supporting reasons, and provide a conclusion. .
•Without support, use grade-level vocabulary appropriate to the purpose and audience when revising and composing text.
•Apply or edit grade-appropriate grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
•Without support, use tools of technology to produce texts.

4
•Begin to write or revise one or more complex paragraphs, demonstrating specific narrative techniques, chronology, appropriate transitional strategies for coherence, and author's craft appropriate to purpose.
•Begin to write full, complex compositions, demonstrating specific narrative techniques: chronology, appropriate transitional strategies for coherence, structure, and author's craft appropriate to purpose.
•Begin to write or revise one or more complex informational/explanatory paragraphs, demonstrating ability to organize ideas by stating focus, including appropriate transitional strategies for coherence, supporting details, and an appropriate conclusion.
•Begin to write or revise one or more complex paragraphs, demonstrating ability to state opinions about topics or sources, set a context, organize ideas using linking words or phrases, develop supporting reasons, or provide an appropriate, strong conclusion.
•Begin to write complex opinion pieces, demonstrating ability to state opinions about topics or sources, attend to purpose and audience, organize ideas by stating a context and focus, include structures and appropriated transitional strategies for coherence, develop supporting reasons, and provide an appropriate conclusion.
•Begin to use complex language and vocabulary appropriate to the purpose and audience when revising and composing texts.
•Begin to apply or edit appropriately complex grammar, usage, and mechanics to clarify a message and edit narrative, informational, and opinion texts.
•Begin to use multiple tools of technology to produce texts.

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

Assessment Targets	**1: Not assessed** **2: Not assessed** **3: Not assessed** **4**: **Listen/Interpret:** Interpret and use information delivered orally.

Content Standards
SL-2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats
SL-3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to…
2 •Interpret or use information delivered orally or audio-visually with some support (e.g., repeated listening or viewing). **3** •Interpret and use information delivered orally or audio-visually without support. **4** •Begin to critically interpret and use information delivered orally or audio-visually.

Claim #4 Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Content Category: Research		
2: Interpret and Integrate Information: 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.	**3: Analyze Information/Sources**: Distinguish relevant/irrelevant information.	**4: Use Evidence:** Cite evidence to support opinions or ideas.
Content Standards		
RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 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.	RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. 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.	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-6 Distinguish their own point of view from that of the author of a text. RI-7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI-9 Compare and contrast the most important points and key details presented in two texts on the same topic. W-1b Provide reasons that support the opinion. 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.

(Left margin label: Assessment Targets)

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

2
•Conduct short simple research projects to answer a question or to investigate a topic or concept.
•Locate some information to support ideas and details; select some information from data or print and non-print text sources with little or no support.
•Generate opinions with minimal evidence to support the opinions based on information collected.

3
•Conduct short, limited research projects to answer a question or to investigate a topic or concept.
•Locate information to support central ideas and key details; select information from data or print and non-print text sources without support.
•Generate opinions with evidence to support the opinion based on prior knowledge and information collected.

4
•Conduct short, more complex research projects to answer one or more questions or to investigate topics or concepts.
•Locate information in more challenging text to support central ideas and key details; select information from data or print and non-print text sources.
•Generate sound opinions in more complex situations and include strong, relevant evidence to support the opinions based on prior knowledge and information collected.