

OSAS English Language Arts Test

Grade 4 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

4.RL.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

<i>Primary focus is on 4.RL.1</i>	<p>4.RL.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>4.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>4.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>4.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>4.L.4c - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.L.5c - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.</p>	<p>4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>4.RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>4.RL.9 - Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>4.RL.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p> <p>4.RL.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>4.RL.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text</p>	<p>4.RL.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4.L.5a - Explain the meaning of simple similes and metaphors in context.</p> <p>4.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
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4.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 3 - 4 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

4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	4.RI.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. 4.L.4a - Use context as a clue to the meaning of a word or phrase. 4.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 4.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.L.5c - Demonstrate understanding of words by relating them to their antonyms and to their synonyms.	4.RI.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. 4.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text. 4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.RI.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.RI.5 - Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. 4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	4.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.L.5a - Explain the meaning of simple similes and metaphors in context. 4.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.
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4.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 3 – 4 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, sensory or concrete details, 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 paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p>6b: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.</p>		<p>Language and Vocabulary Use</p> <p>Strategically use language and vocabulary (including academic or 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, informational, and opinion texts.</p>

Oregon English Language Arts and Literacy Standards

<p>4.W.3 (Target 1b)</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>4.W.2 (Target 3b)</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4.W.1 (Target 6b)</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.</p> <p>4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>4.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4.L.3a - Choose words and phrases to convey ideas precisely.</p> <p>4.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>4.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.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</p> <p>Strategically use language and vocabulary (including academic or 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, informational, and opinion texts.</p>

Oregon English Language Arts and Literacy Standards

<p>4.W.2 (Target 4) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>4.W.1 (Target 7) - 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 clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases. Provide a concluding statement or section related to the opinion presented. <p>4.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>4.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>4.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4.L.3a - Choose words and phrases to convey ideas precisely.</p> <p>4.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	<p>4.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.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

4.SL.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3 - Identify the reasons and evidence a speaker provides to support particular points.

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

4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

4.RI.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
4.RI.7 - Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
4.RI.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
4.W.1b - Provide reasons that are supported by facts and details.
4.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
4.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.