

OSAS English Language Arts Test

Grade 5 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 theme or central idea from details in the text, or summarize the text.	Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., 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, setting, events, point of view, themes, topics) and use supporting evidence as justification / explanation.	Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	Analyze text structures to explain information within the text.	Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.

Oregon English Language Arts and Literacy Standards

5.RL.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<i>Primary focus is on 5.RL.1</i>	<p>5.RL.2 - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>5.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>5.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>5.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>5.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>5.L.5c - Use the relationship between particular words to better understand each of the words.</p>	<p>5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>5.RL.9 - Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>5.RL.3 - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p>5.RL.6 - Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>5.RL.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>5.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.L.5a - Interpret figurative language, including similes and metaphors, in context.</p> <p>5.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.</p>
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5.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 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, or summarize key details using evidence from the text.	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., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., 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., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.	Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.	Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.	Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.

Oregon English Language Arts and Literacy Standards

5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	5.RI.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. 5.L.4a - Use context as a clue to the meaning of a word or phrase. 5.L.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. 5.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. 5.L.5c - Use the relationship between particular words to better understand each of the words.	5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 5.RI.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.3 - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	5.RI.5 - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. 5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	5.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5.L.5a - Interpret figurative language, including similes and metaphors, in context. 5.L.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.
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5.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 4–5 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>5.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 narrative techniques such as dialogue, description, and pacing 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>5.W.2 (Target 3b)</p> <p>a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting, 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 and across categories of information using words, phrases, and clauses.</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>5.W.1 (Target 6b)</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and clauses.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>5.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.L.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>5.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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 develop an appropriate conclusion related to the information or explanation presented.</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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p>		<p>Language and Vocabulary Use 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: 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>5.W.2 (Target 4)</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. <p>5.W.1 (Target 7)</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words and clauses. d. Provide a concluding statement or section related to the opinion presented. <p>5.W.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>5.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>5.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.W.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.L.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>5.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>5.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</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

5.SL.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5.SL.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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 subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Distinguish relevant/irrelevant information.

Cite evidence to support opinions, ideas, or analyses.

Oregon English Language Arts and Literacy Standards

5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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

5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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

5.RI.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5.RI.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

5.W.1b - Provide logically ordered reasons that are supported by facts and details.

5.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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