

OSAS English Language Arts Test

Grade 6 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. | Determine a theme or central idea from details in the text or provide a summary distinct from personal opinions or judgment. | Determine intended or precise 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., connotations, denotations), 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., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation. | Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. | Analyze text structures and the impact of those choices on meaning or presentation. | Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone. |

Oregon English Language Arts and Literacy Standards

6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

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|-----------------------------------|---|--|---|---|--|---|
| <i>Primary focus is on 6.RL.1</i> | <p>6.RL.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>6.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>6.L.4c - Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6.L.5b - Use the relationship between particular words to better understand each of the words.</p> <p>6.L.5c - Distinguish among the connotations of words with similar denotations.</p> <p>6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>6.RL.3 - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.6 - Explain how an author develops the point of view or perspective of the narrator or speaker in a text.</p> <p>6.RL.9 - Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p> | <p>6.RL.3 - Describe how a particular literary text's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>6.RL.6 - Explain how an author develops the point of view or perspective of the narrator or speaker in a text.</p> | <p>6.RL.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> | <p>6.RL.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5a - Interpret figures of speech in context.</p> |
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6.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 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. | Determine a central idea and the key details that support it or provide a summary of the text distinct from personal opinions or judgement. | 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., connotations, denotations), 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., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author’s point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation. | Analyze or compare how information is presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose. | Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation. | Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning. |

Oregon English Language Arts and Literacy Standards

6.RL.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

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|-----------------------------------|--|--|--|---|---|--|
| <i>Primary focus is on 6.RI.1</i> | <p>6.RI.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p>6.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>6.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>6.L.4a - Use context as a clue to the meaning of a word or phrase.</p> <p>6.L.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</p> <p>6.L.4c – Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>6.L.4d – Verify the preliminary determination of the meaning of a word or phrase.</p> <p>6.L.5b - Use the relationship between particular words to better understand each of the words.</p> <p>6.L.5c - Distinguish among the connotations of words with similar denotations.</p> <p>6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.9 - Compare and contrast one author’s presentation of events with that of another.</p> | <p>6.RI.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.</p> | <p>6.RI.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>6.RI.7 - Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> | <p>6.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6.L.5a - Interpret figures of speech in context.</p> |
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6.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 6–8 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: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).</p> <p>3b: Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p> <p>6b: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.</p> | | <p>Language and Vocabulary Use</p> <p>Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> | <p>Edit/Clarify:</p> <p>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</p> |

Oregon English Language Arts and Literacy Standards

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| <p>6.W.3 (Target 1b)</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. <p>6.W.2 (Target 3b)</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting, graphics, and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style for content, purpose, and audience. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.1 (Target 6b)</p> <ol style="list-style-type: none"> Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style for content, purpose, and audience. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.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>6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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 explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/toner; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p>7: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> | | <p>Language and Vocabulary Use Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> | <p>Edit/Clarify: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</p> |

Oregon English Language Arts and Literacy Standards

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| <p>6.W.2 (Target 4)</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.1 (Target 7)</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.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>6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p>6.W.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>6.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</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

Analyze, interpret, and use information delivered orally.

Oregon English Language Arts and Literacy Standards

6.SL.2 - Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

6.SL.3 - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

Oregon Research Content Category

Analyze / Integrate Information

Evaluate Information / Sources

Use Evidence

Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).

Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.

Cite evidence to support opinions, ideas, or analyses.

Oregon English Language Arts and Literacy Standards

6.RI.1 - Analyze what the text says explicitly as well as inferentially; cite textual evidence to support the analysis.

6.RI.6 - Determine an author’s perspective and/or purpose in a text and explain how it is conveyed in the text.

6.RI.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.RI.9 - Compare and contrast one author’s presentation of events with that of another.

6.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.

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

6.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.

6.RI.9 - Compare and contrast one author’s presentation of events with that of another.

6.W.1b -Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

6.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.

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