Oregon ELA Interim Assessment Block Crosswalk with the Student Achievement Partners ELA Priority Standards

Adapted from resources provided by Student Achievement Partners and Smarter Balanced

In support of the instructional challenges that school districts are addressing as they prepare for the 2020-21 school year, the Oregon Department of Education Assessment team has compiled guidance and recommendations from Student Achievement Partners in alignment to the ELA Interim Assessment System and developed ELA Interim Assessment Blocks available for educators.

Recently, Student Achievement Partners (SAP) has published a [2020-2021 Priority Instructional Content in ELA and Mathematics](#). Within this publication, Student Achievement Partners has identified fourteen priority standards for English language arts across Grades K - 12. In grades K – 12, these instructional practices are best exemplified by 14 CCR standards (and the research that supports them) – CCSS: RF.4, L.4, L.5, L.6, RI.1, RI.4, RI.9, RI.10, RL.1, RL.4, RL.10, SL.1, W.8, and W.9. They cross the domains of reading, writing, language, and speaking and listening.

This guidance from SAP has been developed in response to current conditions. This document is not criteria, and it does not revise college and career-ready state standards. This guidance does not stand alone but is to be used in conjunction with all Oregon ELA standards.

In addition to the guidance provided by SAP, Smarter Balanced has developed an [ELA and Mathematics Interim Assessment Overview](#). This document describes the different types of interim assessments available within the Interim Assessment System, including their purpose, use, and varieties. For each grade and subject, this document provides a list of all interim assessments available for the 2020-21 school year by their assigned targets and standards.

- School districts may use these resources to support their educational communities. Curriculum and Instructional leaders may use this guide to help develop professional development opportunities as they eventually transition to plans for the upcoming assessment processes their educators will use during instruction.

Additional information on Remote Administration considerations for the Interim Assessment System please can be found by visiting the [Tools for Teachers: Remote Teaching and Learning](#) website.

**Educators may use this document to plan assessment activities
in alignment with the ELA Interim Assessment Blocks included in the Interim Assessment System.**

Student Achievement Partners Priority Standards		ELA Interim Assessment System						
		Interim Comprehensive Assessment (ICA)	Interim Assessment Blocks (IAB)					
		3 - 11 (ICA)	(IAB) *Read Literary Texts*	(IAB) *Read Informational Texts*	(IAB) *Brief Writes*	(IAB) *Revision*	(IAB) *Research*	(IAB) *Performance Task*
RF.4	**Fluency:** Fluency Practice With Grade-Appropriate Texts	**Assessed within instruction using formative assessment practices**						
RL.1	**Key Ideas and Details:** Sequences of Text-Specific Questions and Tasks to Support Close Reading	**Full range of targets**	**Claim 1:** Targets 1, 2, 3, 4, 5, 6, 7					
RL.4	**Craft and Structure:** Systematic Work with Text-Based Vocabulary and Syntax	**Full range of targets**	**Claim 1:** Targets 3, 7					
RL.10	**Range of Reading and Level of Text Complexity:** Regular Close Reading of Complex, Anchor Texts	**Full range of targets**	**Claim 1:** Targets 1, 2, 3, 4, 5, 6, 7					
RI.1	**Key Ideas and Details:** Sequences of Text-Specific Questions and Tasks to Support Close Reading	**Full range of targets**		**Claim 1**, Targets 8, 9, 10, 11, 12, 13, 14			**Claim 4**, Targets 2, 4	**Claim 2**, Target 7
RI.4	**Craft and Structure:** Systematic Work with Text-Based Vocabulary and Syntax	**Full range of targets**		**Claim 1**, Targets 10, 14				
RI.9	**Integration of Knowledge and Ideas:** Regular Research Discussion, and Writing About Topics	**Full range of targets**		**Claim 1**, Targets 11			**Claim 4**, Targets 2, 3, 4	**Claim 2**, Target 7 **Claim 4**, Targets 2, 3, 4
RI.10	**Range of Reading and Level of Text Complexity:** Regular Close Reading of Complex, Anchor Texts	**Full range of targets**		**Claim 1**, Targets 8, 9, 10, 11, 12, 13, 14				**Claim 1**, Targets 8, 9, 10, 11, 12, 13, 14
W.8	**Research to Build and Present Knowledge**	**Full range of targets**			**Claim 2**, Targets 3a, 6a	**Claim 2**, Targets 3b, 6b	**Claim 4**, Targets 2, 3, 4	**Claim 2**, Targets 2, 4, 7
W.9	**Research to Build and Present Knowledge**	**Full range of targets**			**Claim 2**, Targets 3a, 6a	**Claim 2**, Targets 3b, 6b	**Claim 4**, Targets 2, 3, 4	**Claim 2**, Targets 2, 4, 7
L.4	**Vocabulary Acquisition and Use:** Systematic Work with Text-Based Vocabulary and Syntax	**Full range of targets**	**Claim 1:** Target 3	**Claim 1**, Target 10				
L.5	**Vocabulary Acquisition and Use:** Systematic Work with Text-Based Vocabulary and Syntax	**Full range of targets**	**Claim 1:** Target 3, 7	**Claim 1**, Target 10, 14				
L.6	**Vocabulary Acquisition and Use:** Systematic Work with Text-Based Vocabulary and Syntax	**Full range of targets**						
SL.1	**Comprehension and Collaboration:** Frequent Evidence-Based Discussions About Grade-Level Anchor Texts	**Assessed within instruction using formative assessment practices**						

Further alignment of the IAB targets and standards can be accessed through the Smarter Balanced: Content Explorer website.