

Target Sampling ELA/Literacy Grade 3

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
1. Reading	Literary	<p>2: Central Ideas (Target Descriptions) 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.</p> <p>(Evidence Required) 1. The student will determine a central message/main idea, lesson or moral of a text using supporting evidence. 2. The student will explain how key details are conveyed in a text.</p>	2, 3	1-2		7-8
		<p>4: Reasoning and Evidence (Target Descriptions) 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.</p> <p>(Evidence Required) 1. The student will make an inference about a literary text or texts and identify details within the text or texts that support that inference. 2. The student will draw a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion.</p>	3	1-2	0	
		<p>1: Key Details (Target Descriptions) Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>(Evidence Required) The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</p>	1, 2	3-6		

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		<p>3: Word Meanings (Target Descriptions) 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 reference materials (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.</p> <p>(Evidence Required) 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.</p>	1, 2			
		<p>5: Analysis within/across Texts (Target Descriptions) Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view.</p> <p>(Evidence Required) 1. The student will describe and explain the relationships among literary elements (e.g., characters) within one text. 2. The student will distinguish the narrator or characters' point of view within one text. 3. The student will describe and explain the relationships among literary elements (e.g., characters) across different texts. 4. The student will distinguish the narrator or characters'</p>	3, 4			

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		point of view across different texts.				
		<p>6: Text Structures and Features (Target Descriptions) Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.</p> <p>(Evidence Required) 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.</p>	2, 3			
		<p>7: Language Use (Target Descriptions) 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.</p> <p>(Evidence Required) 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.</p>	2, 3			
	Informational	<p>9: Central Ideas (Target Descriptions) Identify or determine a main idea and the key details that support it.</p>	2, 3	1-2	0	7-8

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		<p>(Evidence Required) The student will determine a main idea or key details in a text using supporting evidence.</p>				
		<p>11: Reasoning and Evidence (Target Descriptions) 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.</p>	3	1-2		
		<p>(Evidence Required) 1. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference. 2. The student will draw a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.</p>				
		<p>8: Key Details (Target Descriptions) Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p>	1, 2			
		<p>(Evidence Required) The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.</p>		3-6		
		<p>10: Word Meanings (Target Descriptions) Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or</p>	1, 2			

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		<p>use of reference materials (e.g., dictionary) with primary focus on the academic vocabulary common to complex texts in all disciplines.</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> The student will determine the meaning of a word or phrase based on its context in an informational text. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text. The student will use Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text. 				
		<p>12: Analysis within/across Texts</p> <p>(Target Descriptions)</p> <p>Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) within a text. The student will distinguish the author's point of view within a text. The student will describe information (e.g., events, ideas, concepts, procedures, sequence or cause/effect) across two texts. The student will distinguish the author's point of view across two texts. 	3, 4			
		<p>13: Text Structures and Features</p> <p>(Target Descriptions)</p> <p>Relate knowledge of text features (e.g., maps,</p>	2, 3			

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		<p>photographs) to demonstrate understanding of the text.</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> The student will determine how the overall structure of a text impacts its meaning. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. 				
		<p>14: Language Use</p> <p>(Target Descriptions)</p> <p>Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. The student will analyze the impact of word choice on reader interpretation of meaning. 	2, 3			
2. Writing	Organization/Purpose	<p>1b: Revise Brief Texts (Narrative)</p> <p>(Target Descriptions)</p> <p>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).</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a 	2	1	0	9*

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		<p>situation</p> <p>b. providing an opening that introduces a narrator and character(s)</p> <p>c. organizing the narrative with a sequence of events that unfolds naturally*</p> <p>d. using temporal words or phrases to signal event order</p> <p>e. providing closure that follows logically from the narrative</p> <p>*Note: Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p>3b: Revise Brief Texts (Informational) (Target Descriptions) 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 details, or an appropriate conclusion.</p> <p>(Evidence Required) 1. (Organization) The student will revise informational text by identifying improved organizational elements such as</p> <p>a. introducing a topic</p> <p>b. stating a main idea</p> <p>c. grouping related information together*</p> <p>d. using transition words and phrases</p> <p>e. including an appropriate conclusion</p> <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>6b: Revise Brief Texts (Opinion) (Target Descriptions) Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context,</p>				

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		<p>organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p> <p>(Evidence Required)</p> <p>1. (Organization) The student will revise opinion text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> a. providing an opening that states an opinion about a topic b. providing an opening that establishes a context c. organizing supporting reasons* d. using transition words and phrases to connect opinions to reasons e. including an appropriate conclusion <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p>				
		<p>2: Compose Full Texts (Narrative)</p> <p>(Target Descriptions)</p> <p>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).</p> <p>(Evidence Required)</p> <p>The student will 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).</p> <p style="text-align: center;">-or-</p> <p>4: Compose Full Texts (Informational)</p> <p>(Target Descriptions)</p>	4	0	1*	

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		<p>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>(Evidence Required) The student will 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 style="text-align: center;">-or-</p> <p>7: Compose Full Texts (Opinion) (Target Descriptions) 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>(Evidence Required) The student will 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>				

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	Evidence/Elaboration	<p>1b: Revise Brief Texts (Narrative) (Target Descriptions) 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).</p> <p>(Evidence Required) 1. (Elaboration) The student will use information provided in a stimulus to revise narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> a. including dialogue to convey events/experiences b. including descriptive details to convey events/experiences c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p>3b: Revise Brief Texts (Informational) (Target Descriptions) 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 details, or an appropriate conclusion.</p> <p>(Evidence Required) 1. (Elaboration) The student will revise informational text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the topic with supporting details b. deleting details that do not support the main 	2	1	0*	

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		<p>idea*</p> <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>6b: Revise Brief Texts (Opinion) (Target Descriptions) 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.</p> <p>(Evidence Required) 1. (Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> a. developing the opinion with supporting reasons/evidence b. deleting details that do not support the opinion* <p>*Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p>				
		<p>2: Compose Full Texts (Narrative) (Target Descriptions) 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).</p> <p>(Evidence Required) The student will write full narrative texts using a complete writing process demonstrating narrative techniques</p>	4	0	1*	

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		<p>(dialogue, description), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p style="text-align: center;"><i>-or-</i></p> <p>4: Compose Full Texts (Informational) (Target Descriptions) 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>(Evidence Required) The student will 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 style="text-align: center;"><i>-or-</i></p> <p>7: Compose Full Texts (Opinion) (Target Descriptions) 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>(Evidence Required) The student will write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus</p>				

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		<p>(opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p> <p>8: Language and Vocabulary Use (Target Descriptions) Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>(Evidence Required) 1. The student will identify and use the best word(s) or phrases for audience or purpose. 2. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. 3. The student will identify and use effective sensory details to convey experiences and events.</p>	1, 2, 4	1	0	
	Conventions	<p>9: Edit (Target Descriptions) Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</p> <p>(Evidence Required) The student will identify, edit to correct, and/or edit for correct use of</p> <ul style="list-style-type: none"> a. a regular plural noun. b. an irregular plural noun. c. an abstract noun. d. a regular verb. e. an irregular verb. f. a simple verb tense. g. subject-verb agreement.* h. pronoun-antecedent agreement.* i. a comparative adjective. 	1, 2, 4	3	1*	

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		j. a superlative adjective. k. a comparative adverb. l. a superlative adverb. m. a coordinating conjunction. n. a subordinating conjunction. o. capitalization of titles. p. a comma in an address. q. commas and quotation marks in dialogue. r. possessives. s. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. t. use of spelling patterns and generalizations. *Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.				
3. Speaking/Listening	Listening	4: Listen/Interpret (Target Descriptions) Interpret and use information delivered orally. (Evidence Required) 1. The student will identify or interpret the purpose, central idea, or key points of a presentation. 2. The student will identify the use of supporting evidence in a presentation. 3. The student will draw and/or support a conclusion based on content in a presentation.	1, 2, 3	8-9	0	8-9
4. Research	Research	2: Interpret and Integrate Information (Target Descriptions) 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. (Evidence Required) 1. The student will locate information from a text source to support a central idea or key detail related to research. 2. The student will interpret information from a text	2, 3	8	1	9

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		<p>source to support a given purpose related to research tasks.</p> <p>3. The student will interpret information from a visual source to support a given purpose related to research tasks.</p>				
		<p>3: Analyze Information/Sources (Target Descriptions) Distinguish relevant/irrelevant information.</p> <p>(Evidence Required) 1. The student will analyze digital and print sources in order to locate relevant information to support research. 2. The student will analyze illustrations in order to locate relevant information to support research.</p>	2, 3, 4			
		<p>4: Use Evidence (Target Descriptions) Cite evidence to support opinions or ideas.</p> <p>(Evidence Required) The student will select evidence to support opinions or ideas.</p>	2, 3			

**The full write on the performance task provides scores for the content categories of Organization/Purpose (on a scale of 1-4), Evidence/Elaboration (on a scale of 1-4), and Conventions (on a scale of 0-2).*