Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
1. Reading	Literary	**2: Central Ides** (Target Descriptions) Identify or determine a theme or central idea from details in the text, or summarize the text. (Evidence Required) 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence.	2, 3	1–2	0	7-8
		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, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation. (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.	3	1–2		
		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. (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.	1, 2	3–6		
		3: Word Meanings	1, 2			

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(Target Descriptions) 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.** (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.				
		5: Analysis within/across Texts (Target Descriptions) 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. (Evidence Required) 1. 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. 2. The student will describe the development of the narrator or speakers' point of view within one text.	3, 4			

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts. 4. The student will describe the narrator or speakers' point of view across different texts.				
		6: Text Structures and Features (Target Descriptions) Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text. (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.	2, 3			
		7: Language Use (Target Descriptions) 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. (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.	2, 3			

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
	Informational	**9: Central Ides** (Target Descriptions) Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text. (Evidence Required) 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence.	2, 3	1–2		
		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., 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. (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.	3	1–2	0	7-8
		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. (Evidence Required) The student will identify text evidence (explicit details	1, 2	3–6		

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		and/or implicit information) to support a GIVEN inference or conclusion based on the text.				
		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, 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 the academic vocabulary common to complex texts in all disciplines. (Evidence Required) 1. The student will determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.1. The student will determine the meaning of a word or phrase based on its context in an informational text.	1, 2			
		12: Analysis within/across Texts (Target Descriptions) Interpret how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or determine how the information reveals the author's point of view. (Evidence Required) 1. The student will interpret how information is presented	3, 4			

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(e.g., individuals, events, ideas, concepts) within a text. 2. The student will determine how information reveals author's point of view within a text. 3. The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) across two texts. 4. The student will determine how information reveals author's point of view across two texts.				
		13: Text Structures and Features (Target Descriptions) Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information. (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.	2, 3			
		14: Language Use (Target Descriptions) 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. (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 and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning.	2, 3			

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	

2. Writing	Organization/Purpose	**1b: Revise Brief Texts (Narrative)**
		(Target Descriptions)
		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).
		
		(Evidence Required)
		1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by
		    a. providing an opening that establishes a situation
		    b. providing an opening that introduces a narrator and character(s)
		    c. organizing the narrative with a sequence of events that unfolds naturally*
		    d. using transition strategies to convey sequence
		    e. providing closure that follows from the narrative
		*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.
		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 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.
		
		(Evidence Required)
			2	1	0	9*

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	

		1. (Organization) The student will revise informational text by identifying improved organizational elements such as
		    a. introducing a topic clearly
		    b. making general observations
		    c. grouping related information*
		    d. using transition words, phrases and clauses to link ideas
		    e. including a conclusion or section related to the information or explanation presented
		*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.
		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 evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.
		
		(Evidence Required)
		1. (Organization) The student will use information provided in a stimulus to revise organized opinion text by
		    a. providing an opening that states an opinion about a topic
		    b. providing an opening that establishes a context
		    c. organizing supporting evidence/reasons and elaboration*
		    d. using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration
		    e. developing an appropriate conclusion related to the opinion presented
		*Note: Items aligned to organization present				

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		reasons and evidence that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.				
		2: Compose Full Texts (Narrative) (Target Descriptions) Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). (Evidence Required) The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). *-or-* **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 develop an appropriate conclusion related to the information or explanation presented. (Evidence Required)	4	0	1*	

| Claim/Score Reporting Category | Content Category | Assessment Target | DOK | Items | | Total Items |
				CAT	PT	
		1. 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 conclusion. *-or-* **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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented. (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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.				
	Evidence/Elaboration	**1b: Revise Brief Texts (Narrative)** (Target Descriptions) 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). (Evidence Required) 1. (Elaboration) The student will use information provided in a stimulus to revise narratives that apply narrative techniques such as	2	1	0*	

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	

		a. including dialogue to convey events/experiences
		b. including concrete words, phrases, and sensory details to convey events/experiences
		c. using precise language to narrate events
		d. identifying details that should be deleted because they are inconsistent with the rest of a narrative*
		*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.
		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 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.
		
		(Evidence Required)
		1. (Elaboration) The student will revise informational text by identifying the best use of elaboration techniques such as
		    a. developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples
		    b. using precise language and domain-specific vocabulary to inform or explain
		    c. deleting details that do not support the main idea*
		*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.				

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	

		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 evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.
		
		(Evidence Required)
		1. (Elaboration) The student will use information provided in a stimulus to revise well-developed opinion text by applying elaboration techniques such as
		    a. developing the opinion with logically ordered supporting evidence/reasons and elaboration
		    b. deleting details that do not support the opinion*
		*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.				

		2: Compose Full Texts (Narrative) (Target Descriptions) Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events). (Evidence Required) The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose	4	0	1*	

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(closure, detailing characters, plot, setting, and events). *-or-* **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 develop an appropriate conclusion related to the information or explanation presented. (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 conclusion. *-or-* **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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented. (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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.				

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		8: Language and Vocabulary Use (Target Descriptions) trategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. (Evidence Required) 1. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience. 2. The student will identify and use the best concrete words and phrases. 3. The student will identify and use effective sensory details to convey experiences and events. 4. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.	1, 2, 4	1	0	

	Conventions	**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.
		
		(Evidence Required)
		The student will identify, edit to correct, and/or edit for correct use of
		      a. perfect verb tense.
		      b. verb tense to convey various times, sequences, states, and conditions.
		      c. inappropriate shifts in verb tense.*
		      d. correlative conjunctions.
		      e. punctuation to separate items in a series.*
		      f. comma to separate an introductory element
			1, 2, 4	3	1*	

Target Sampling ELA/Literacy Grade 5

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		from the rest of a sentence. g. comma to set off the words yes and no, to set off a tag question, and to indicate direct address. h. use underlining, quotation marks, or italics to indicate titles of works. i. spelling grade-appropriate words correctly. *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) Iterpret and use information delivered orally. (Evidence Required) 1. The student will identify, summarize, 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) cate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose. (Evidence Required) 1. The student will locate information from a text source to support a central idea or subtopic related to research. 2. The student will interpret information from a text source to support a given purpose related to research tasks.	2, 3	8	1	9
		3: Analyze Information/Sources (Target Descriptions) Distinguish relevant/irrelevant information.	2, 3, 4			

Target Sampling ELA/Literacy Grade 5						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(Evidence Required) 1. The student will analyze digital and print sources in order to locate relevant information to support research.				
		4: Use Evidence (Target Descriptions) Cite evidence to support opinions, ideas, or analyses. (Evidence Required) The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.	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).