

Target Sampling ELA/Literacy Grade 6

| Claim/Score Reporting Category | Content Category | Assessment Target  | DOK  | Items |    | Total Items |
|--------------------------------|------------------|--|------|-------|----|-------------|
|                                |                  |  |      | CAT   | PT |             |
| 1. Reading                     | Literary         | <b>2: Central Ideas</b><br><a href="#">(Target Descriptions)</a><br>Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.<br><br><a href="#">(Evidence Required)</a><br>1. The student will determine a theme or central idea of a text using supporting evidence.<br>2. The student will summarize key ideas and events in a text using supporting evidence.  | 2, 3 | 1     | 0  | 4           |
|                                |                  | <b>4: Reasoning and Evidence</b><br><a href="#">(Target Descriptions)</a><br>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.<br><br><a href="#">(Evidence Required)</a><br>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.<br>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, 4 | 1     |    |             |
|                                |                  | <b>1: Key Details</b><br><a href="#">(Target Descriptions)</a><br>Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.<br><br><a href="#">(Evidence Required)</a><br>The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.  | 2    | 2     |    |             |

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|                                |                  |   |      | CAT   | PT |             |
|                                |                  | <b>3: Word Meanings</b><br><a href="#">(Target Descriptions)</a><br>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.<br><br><a href="#">(Evidence Required)</a><br>1. The student will determine the meaning of a word or phrase based on its context in a literary text.<br>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.<br>3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.<br>4. The student will use connotation or denotation, Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in a literary text. | 1, 2 |       |    |             |
|                                |                  | <b>5: Analysis within/across Texts</b><br><a href="#">(Target Descriptions)</a><br>Describe and explain relationships among literary elements (e.g., character, plot, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.<br><br><a href="#">(Evidence Required)</a><br>1. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) within one text.<br>2. The student will explain the development of the narrator or speakers' point of view within one text.  | 3, 4 |       |    |             |

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|                                |                  |   |         | CAT   | PT |             |
|                                |                  | <p>3. The student will describe and explain the relationships among literary elements (e.g., character, plot, resolution) across different texts.</p> <p>4. The student will explain the development of the narrator or speakers' point of view across different texts.</p>   |         |       |    |             |
|                                |                  | <p><b>6: Text Structures and Features</b><br/> <a href="#">(Target Descriptions)</a><br/>           Analyze text structures and the impact of those choices on meaning or presentation.</p> <p><a href="#">(Evidence Required)</a><br/>           1. The student will determine how the overall structure of a text impacts its meaning.<br/>           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, 4 |       |    |             |
|                                |                  | <p><b>7: Language Use</b><br/> <a href="#">(Target Descriptions)</a><br/>           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.</p> <p><a href="#">(Evidence Required)</a><br/>           1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.<br/>           2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone in context.<br/>           3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone.<br/>           4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.</p> | 3       |       |    |             |

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|                                |                  |  |      | CAT   | PT |             |
|                                | Informational    | <b>9: Central Ideas</b><br><a href="#">(Target Descriptions)</a><br>Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgment.<br><br><a href="#">(Evidence Required)</a><br>1. The student will determine a central idea in a text using supporting evidence.<br>2. The student will summarize key events or details in a text using supporting evidence.  | 2, 3 | 2-5   | 0  | 10-12       |
|                                |                  | <b>11: Reasoning and Evidence</b><br><a href="#">(Target Descriptions)</a><br>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.<br><br><a href="#">(Evidence Required)</a><br>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.<br>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, 4 |       |    |             |
|                                |                  | <b>8: Key Details</b><br><a href="#">(Target Descriptions)</a><br>Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.<br><br><a href="#">(Evidence Required)</a><br>The student will identify text evidence (explicit details   | 2    | 7-10  |    |             |

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|                                |                  |  |      | CAT   | PT |             |
|                                |                  | and/or implicit information) to support a GIVEN inference or conclusion based on the text.   |      |       |    |             |
|                                |                  | <b>10: Word Meanings</b><br><a href="#">(Target Descriptions)</a><br>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 the academic vocabulary common to complex texts in all disciplines.<br><br><a href="#">(Evidence Required)</a><br>1. The student will determine the meaning of a word or phrase based on its context in an informational text.<br>2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text.<br>3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.<br>4. The student will use connotation or denotation, Greek or Latin roots, or affixes, to determine the correct meaning of an unknown word or phrase in an informational text. | 1, 2 |       |    |             |
|                                |                  | <b>12: Analysis within/across Texts</b><br><a href="#">(Target Descriptions)</a><br>Analyze how information is presented within or across texts (e.g. individuals, events, or ideas) or determine how information within or across texts reveals author's point of view or purpose.<br><br><a href="#">(Evidence Required)</a><br>1. The student will analyze how information is presented (e.g. individuals, events, or ideas) within a text.   | 3, 4 |       |    |             |

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|                                |                  |   |      | CAT   | PT |             |
|                                |                  | <p>2. The student will determine how information reveals the author's point of view or purpose within a text.</p> <p>3. The student will analyze how information is presented (e.g. individuals, events, or ideas) across two texts.</p> <p>4. The student will determine how information reveals the author's point of view or purpose across two texts.</p>   |      |       |    |             |
|                                |                  | <p><b>13: Text Structures and Features</b><br/> <a href="#">(Target Descriptions)</a><br/>           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.</p> <p><a href="#">(Evidence Required)</a><br/>           1. The student will determine how the overall structure of a text impacts its meaning.<br/>           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><b>14: Language Use</b><br/> <a href="#">(Target Descriptions)</a><br/>           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.</p> <p><a href="#">(Evidence Required)</a><br/>           1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.<br/>           2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.<br/>           3. The student will interpret the meaning of figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.<br/>           4. The student will analyze the impact of word choice on</p> | 3    |       |    |             |

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|                                |                      |  |     | CAT   | PT |             |
|                                |                      | reader interpretation of meaning.  |     |       |    |             |
| 2. Writing                     | Organization/Purpose | <p><b>1b: Revise Brief Texts (Narrative)</b><br/> <a href="#">(Target Descriptions)</a><br/>           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><a href="#">(Evidence Required)</a><br/>           The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ol style="list-style-type: none"> <li>providing an opening that establishes a context and/or setting</li> <li>providing an opening that introduces a narrator and character(s)</li> <li>organizing narrative with a logical sequence of events/experiences*</li> <li>using transition strategies to convey sequence, establish pacing, signal time or setting shifts</li> <li>providing closure that follows logically from the narrative</li> </ol> <p>* Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p><b>3b: Revise Brief Texts (Explanatory)</b><br/> <a href="#">(Target Descriptions)</a><br/>           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</p> | 2   | 1     | 0  | 9*          |

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|                                |                  |  |     | CAT   | PT |             |
|                                |                  | <p>and follows from the information or explanation presented.</p> <p><a href="#">(Evidence Required)</a><br/> The student will revise explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> <li>introducing and clearly stating a focus (thesis)</li> <li>maintaining a clear focus*</li> <li>organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect)</li> <li>providing appropriate transitional strategies for coherence</li> <li>providing a conclusion that follows from the information or explanation presented</li> </ol> <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><b>6b: Revise Brief Texts (Argumentative)</b><br/> <a href="#">(Target Descriptions)</a><br/> 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><a href="#">(Evidence Required)</a><br/> The student will revise arguments by identifying improved organizational elements such as:</p> <ol style="list-style-type: none"> <li>providing an opening that establishes a clear claim and context for the argument</li> <li>organizing reasons and evidence to support claim,</li> </ol> |     |       |    |             |



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|                                |                  |   |     | CAT   | PT |             |
|                                |                  | <p>building a logical argument</p> <p>c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, reasons, and evidence*</p> <p>d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)</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>a.</p>  |     |       |    |             |
|                                |                  | <p><b>2: Compose Full Texts (Narrative)</b><br/> <a href="#">(Target Descriptions)</a><br/>           Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).</p> <p><a href="#">(Evidence Required)</a><br/>           The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).</p> <p>-or-</p> <p><b>4: Compose Full Texts (Explanatory)</b><br/> <a href="#">(Target Descriptions)</a><br/>           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/tone; 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</p> | 4   | 0     | 1* |             |

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|                                |                  |  |     | CAT   | PT |             |
|                                |                  | <p>audience and follows from and supports the information or explanation presented.</p> <p><a href="#">(Evidence Required)</a><br/> The student will 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/tone; 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>-or-</p> <p><b>7: Compose Full Texts (Argumentative)</b><br/> <a href="#">(Target Descriptions)</a><br/> 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><a href="#">(Evidence Required)</a><br/> The student will 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> |     |       |    |             |

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|                                |                      |  |     | CAT   | PT |             |
|                                | Evidence/Elaboration | <p><b>1b: Revise Brief Texts (Narrative)</b><br/> <a href="#">(Target Descriptions)</a><br/>           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><a href="#">(Evidence Required)</a><br/>           The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> <li>including dialogue to convey events/experiences</li> <li>including descriptive details and sensory language to convey events/experiences</li> <li>using precise language to narrate events</li> <li>identifying details that should be deleted because they are inconsistent with the rest of a narrative*</li> </ol> <p>* Note: Items aligned to organization present details that are out of order, NOT details that do not belong. Elaboration items address details that do not belong.</p> <p><b>3b: Revise Brief Texts (Explanatory)</b><br/> <a href="#">(Target Descriptions)</a><br/>           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><a href="#">(Evidence Required)</a><br/>           The student will revise explanatory text by identifying the</p> | 2   | 1     | 0* |             |

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|                                |                  |  |     | CAT   | PT |             |
|                                |                  | <p>best use of elaboration techniques such as</p> <ol style="list-style-type: none"> <li>including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples)</li> <li>using precise language and domain-specific vocabulary to inform or explain</li> <li>establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose</li> <li>deleting the details that do not support the thesis/controlling idea*</li> </ol> <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><b>6b: Revise Brief Texts (Argumentative)</b></p> <p><a href="#">(Target Descriptions)</a></p> <p>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><a href="#">(Evidence Required)</a></p> <p>The student will revise arguments by identifying the best use of elaboration techniques such as:</p> <ol style="list-style-type: none"> <li>including relevant reasons to support claim</li> <li>including relevant and credible evidence to support reasons</li> <li>establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose</li> <li>deleting details that do not support the claim*</li> </ol> |     |       |    |             |

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|                                |                  |  |     | CAT   | PT |             |
|                                |                  | <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><b>2: Compose Full Texts (Narrative)</b><br/> <a href="#">(Target Descriptions)</a><br/>           Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).</p> <p><a href="#">(Evidence Required)</a><br/>           The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).</p> <p>-or-</p> <p><b>4: Compose Full Texts (Explanatory)</b><br/> <a href="#">(Target Descriptions)</a><br/>           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/tone; 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> | 4   | 0     | 1* |             |

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|                                |                  |   |         | CAT   | PT |             |
|                                |                  | <p><a href="#">(Evidence Required)</a></p> <p>The student will 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/ton; 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</p> <p>-or-</p> <p><b>7: Compose Full Texts (Argumentative)</b></p> <p><a href="#">(Target Descriptions)</a></p> <p>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><a href="#">(Evidence Required)</a></p> <p>The student will 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><b>8: Language and Vocabulary Use</b></p> <p><a href="#">(Target Descriptions)</a></p> <p>Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary,</p>   | 1, 2, 4 | 1     | 0  |             |

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|                                |                  |   |         | CAT   | PT |             |
|                                |                  | <p>and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p><a href="#">(Evidence Required)</a></p> <ol style="list-style-type: none"> <li>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 convey the precise or intended meaning of a text, especially with informational/ explanatory writing.</li> <li>2. The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing.</li> <li>3. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ol>  |         |       |    |             |
|                                | Conventions      | <p><b>9: Edit/Clarify</b></p> <p><a href="#">(Target Descriptions)</a></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> <p><a href="#">(Evidence Required)</a></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> <ol style="list-style-type: none"> <li>a. subjective pronouns</li> <li>b. objective pronouns</li> <li>c. possessive pronouns.</li> <li>d. intensive pronouns.</li> <li>e. inappropriate shifts in pronoun number and person.*</li> <li>f. vague or ambiguous or unclear pronoun references.*</li> <li>g. commas to set off nonrestrictive or parenthetical</li> </ol> | 1, 2, 4 | 3     | 1* |             |

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|                                |                  |   |         | CAT   | PT |             |
|                                |                  | <p>elements.*</p> <p>h. parentheses to set off nonrestrictive or parenthetical elements.*</p> <p>i. dashes to set off nonrestrictive or parenthetical elements.*</p> <p>j. correct spelling of words that are at or up to two grades below grade level, including frequently misspelled words.</p> <p>k. subject-verb agreement.</p> <p>l. pronoun-antecedent agreement.</p> <p>m. inappropriate sentence fragments, run-on sentences.</p> <p>n. frequently confused words (to/too/two; there/their).</p> <p>o. inappropriate shifts in verb tense.</p> <p>p. punctuation to separate items in a series.</p> <p>*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.</p> |         |       |    |             |
| 3. Speaking/Listening          | Listening        | <p><b>4: Listen/Interpret</b><br/> <a href="#">(Target Descriptions)</a><br/>           Analyze, interpret, and use information delivered orally.</p> <p><a href="#">(Evidence Required)</a></p> <p>1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.</p> <p>2. The student will analyze how information is presented and/or the effects of the delivery.</p> <p>3. The student will analyze a quality (sufficiency of evidence) of a presentation.</p> <p>4. The student will draw and/or support a conclusion based on content in a presentation.</p>  | 1, 2, 3 | 8-9   | 0  | 8-9         |
| 4. Research                    | Research         | <p><b>2: Interpret and Integrate Information</b><br/> <a href="#">(Target Descriptions)</a><br/>           Analyze information within and among sources of information (print and non-print texts, data sets,</p>   | 2, 3, 4 | 8     | 1  | 9           |



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|                                      |                  | conducting procedures, etc.).<br><br><a href="#">(Evidence Required)</a><br>1. The student will analyze information within and among sources of information.<br>2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.   |         |       |    |             |
|                                      |                  | <b>3: Analyze Information/Sources</b><br><a href="#">(Target Descriptions)</a><br>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.<br><br><a href="#">(Evidence Required)</a><br>1. The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.<br>2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research. | 2, 3, 4 |       |    |             |
|                                      |                  | <b>4: Use Evidence</b><br><a href="#">(Target Descriptions)</a><br>Cite evidence to support arguments, ideas, or analyses.<br><a href="#">(Evidence Required)</a><br>The student will cite evidence to support arguments, ideas, or analyses.  | 2, 3, 4 |       |    |             |

*\*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).*