Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
1. Reading	Literary	**2: Central Ideas** (Target Descriptions) Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. (Evidence Required) 1. The student will determine a theme or central 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	0	4
		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., character development, setting, plot, point of view, or fictional portrayal of time, place, or character) 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, 4	1		
		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.	2	2		

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		3: Word Meanings (Target Descriptions) 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., synonyms, antonyms, analogy, 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. (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.	1, 2			
		5: Analysis within/across Texts (Target Descriptions) Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts. (Evidence Required) 1. The student will analyze the relationships among literary elements (e.g., setting, characters, plot) within one text.	3, 4			

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		2. The student will analyze the development of the narrator or characters' point of view within one text. 3. The student will analyze the relationships among literary elements (e.g., setting, characters, plot) across different texts. 4. The student will analyze the development of the narrator or characters' point of view across different texts.				
		6: Text Structures and Features (Target Descriptions) Analyze text structures and the impact of those choices on meaning or presentation. (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, 4			
		7: Language Use (Target Descriptions) 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. (Evidence Required) 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact	3			

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.				
	Informational	**9: Central Ideas** (Target Descriptions) Determine a central idea and the key details that support it or provide an objective summary of the text. (Evidence Required) 1. he student will determine a central idea in a text using supporting evidence. 2. The student will summarize key events or details in a text using supporting evidence.	2, 3	2-5	0	10-12
		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., interaction between individuals, events and ideas; 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. (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, 4			
		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.	2	7-10		

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(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.				
		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., synonym, antonym, analogy, 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. (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 a synonym, antonym or analogy, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.	1, 2			
		12: Analysis within/across Texts (Target Descriptions) Analyze how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or determine how information within or across	3, 4			

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		texts reveals author's point of view or purpose. (Evidence Required) 1. The student will analyze how information is presented (e.g. interactions between individuals, events, or ideas) within a text. 2. The student will analyze how information reveals the author's point of view or purpose within a text. 3. The student will analyze how information is presented (e.g. interactions between individuals, events, or ideas) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts.				
		13: Text Structures and Features (Target Descriptions) Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation. (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, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context 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	3			

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		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 interpret the meaning of figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.				
2. Writing	Organization/Purpose	**1b: Revise Brief Texts (Narrative)** (Target Descriptions) 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). (Evidence Required) 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 context and/or setting and/or point of view b. providing an opening that introduces a narrator and character(s) c. organizing narrative with a logical sequence of events/experiences* d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts e. providing closure that follows logically from the narrative *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. **3b: Revise Brief Texts (Explanatory)**	2	1	0	9*

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(Target Descriptions) 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 related to the information or explanation presented. (Evidence Required) The student will revise explanatory text by identifying improved organizational elements such as a. introducing and clearly stating a focus (thesis) b. previewing what is to follow c. maintaining a clear focus* d. organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing) e. providing appropriate transitional strategies for coherence and to clarify relationships f. providing a conclusion that is related to and supports 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 (Argumentative)** (Target Descriptions) 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				

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. (Evidence Required) The student will revise arguments by identifying improved organizational elements such as a. providing an opening that establishes a clear claim and context for the argument b. organizing reasons and evidence to support the claim, building a logical argument* c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence d. providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) a. *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 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). (Evidence Required) 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).	4	0	1*	

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		-or- **4: Compose Full Texts (Explanatory)** (Target Descriptions) 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. (Evidence Required) 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. *-or-* **7: Compose Full Texts (Argumentative**) (Target Descriptions) Write full arguments about topics using the 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.				

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		(Evidence Required) The student will write full arguments about topics using the 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.				
	Evidence/Elaboration	**1b: Revise Brief Texts (Narrative)** (Target Descriptions) 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). (Evidence Required) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as a. including dialogue to convey events/experiences b. including descriptive details and sensory language to convey events/experiences precisely c. identifying details that should be deleted because they are inconsistent with the rest of the narrative* *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. **3b: Revise Brief Texts (Explanatory)** (Target Descriptions) Apply a variety of strategies when revising one or more paragraphs of explanatory text: organizing ideas by stating	2	1	0*	

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		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 related to the information or explanation presented. (Evidence Required) The student will revise explanatory text by identifying the best use of elaboration techniques such as a. referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.) b. using precise and domain-specific language to inform or explain c. establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose d. deleting the details that do not support the thesis/controlling 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. **6b: Revise Brief Texts (Argumentative)** (Target Descriptions) 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				

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		and follows from and supports the argument(s) presented. (Evidence Required) The student will revise arguments by identifying the best use of elaboration techniques such as a. referencing and/or integrating relevant and credible evidence to support claims b. acknowledging alternate or opposing viewpoints c. establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose d. deleting details that do not support the claim* *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 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). (Evidence Required) 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). *-or-* **4: Compose Full Texts (Explanatory)** (Target Descriptions) Write full explanatory texts using a complete writing	4	0	1*	

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		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. (Evidence Required) 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 *-or-* **7: Compose Full Texts (Argumentative**) (Target Descriptions) Write full arguments about topics using the 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. (Evidence Required) The student will write full arguments about topics using the 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				

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.				
		8: Language and Vocabulary Use (Target Descriptions) 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. (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 convey the precise or intended meaning of a text, especially with informational/explanatory writing. 2. The student will identify and use the best concrete or sensory word or words to convey experiences or events in a text precisely in narrative writing. 3. The student will identify and use the best word or words to precisely convey events, experiences or ideas in a text. 4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely, emotions, or states of being that are basic to a particular topic and specific to a writing purpose. 5. The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness. * For items addressing evidence statements 3 and 5, stimulus and words/phrases should be grade-appropriate and avoid recycling the same hackneyed, vague and/or obvious words – see Stimuli/Text Complexity notes.	1, 2, 4	1	0	

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
	Conventions	**9: Edit/Clarify** (Target Descriptions) Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts. (Evidence Required) The student will identify, edit to correct, and/or edit for correct use of a. misplaced modifiers. b. dangling modifiers. c. commas separating coordinate adjectives. d. spelling of words that are at or up to two grades below grade level, including frequently misspelled words. e. subject-verb agreement. f. pronoun-antecedent agreement. g. inappropriate sentence fragments, run-on sentences. h. frequently confused words (to/too/two; there/their).vague or ambiguous or unclear pronoun references. i. inappropriate shifts in verb tense. j. punctuation to separate items in a series. k. inappropriate shifts in pronoun number and person. l. vague or ambiguous or unclear pronoun references. m. punctuation to set off nonrestrictive/parenthetical elements (commas, parentheses, dashes).	1, 2, 4	3	1*	
3. Speaking/Listening	Listening	**4: Listen/Interpret** (Target Descriptions) Analyze, interpret, and use information delivered orally.	1, 2, 3	8-9	0	8-9

Target Sampling ELA/Literacy Grade 7						
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				CAT	PT	
		(Evidence Required) 1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation. 2. The student will analyze how information is presented and/or the effects of the delivery. 3. The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation. 4. The student will draw and/or support a conclusion based on content in a presentation.				
4. Research	Research	**2: Interpret and Integrate Information** (Target Descriptions) Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.). (Evidence Required) 1. The student will analyze information within and among sources of information. 2. The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.	2, 3, 4	8	1	9
		3: Analyze Information/Sources (Target Descriptions) 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. (Evidence Required) 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. 2. The student will use reasoning, evaluation, and	2, 3, 4			

Target Sampling ELA/Literacy Grade 7						
Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
		evidence to assess the accuracy of each source in order to select relevant information to support research.				
		4: Use Evidence (Target Descriptions) The student will cite evidence to support arguments, ideas, or analyses. (Evidence Required) 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).*