

Target Sampling ELA/Literacy High School

Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Items		Total Items
				CAT	PT	
1. Reading	Literary	<p>2: Central Ideas (Target Descriptions) Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.</p> <p>(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.</p>	2, 3	1		4
		<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., setting, action, character introduction/development, point of view, themes, topics) 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, 4	1	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>	2	2		
		<p>3: Word Meanings</p>	1, 2			

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		<p>(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. denotation), word patterns, etymology, or 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) 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 etymology to determine the correct meaning of an unknown word or phrase in a literary text.</p>				
		<p>5: Analysis within/across Texts (Target Descriptions) Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.</p> <p>(Evidence Required) 1. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. 2. The student will analyze and distinguish point of view within one text. 3. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts.</p>	3, 4			

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		4. The student will analyze and distinguish 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.	3, 4			
		7: Language Use (Target Descriptions) Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (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 on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.	3			
	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.	2, 3	2-4	0	11-12

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		<p>(Evidence Required) 1. The 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.</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., development of events/ideas/individuals; author’s point of view/purpose/differing viewpoints; use of media/formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p> <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>	3, 4			
		<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> <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>	2	7-10		
		<p>10: Word Meanings (Target Descriptions) Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and</p>	1, 2			

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		<p>words with multiple meanings based on context, word relationships (e.g., connotation, denotation), word patterns, etymology, or 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"> 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 reference materials to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use connotation/denotation, word patterns, relationships, or etymology 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>Analyze how connections are made within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals author's point of view or purpose.</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> 1. The student will analyze how connections are made (e.g., individuals, ideas, events) 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 connections are made (e.g., individuals, ideas, events) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts. 	3, 4			
		<p>13: Text Structures and Features</p>	3, 4			

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		<p>(Target Descriptions) Relate knowledge of text structures (e.g., key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.</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>				
		<p>14: Language Use (Target Descriptions) Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.</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 and analyze its impact on meaning. 3. The student will interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning. 4. The student will analyze the impact of word choice on reader interpretation of meaning.</p>	3			

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2. Writing	Organization/Purpose	<p>1b: Revise Brief Texts (Narrative) (Target Descriptions) Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator’s point of view, or using dialogue when describing an event or to advance action).</p> <p>(Evidence Required) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by</p> <ol style="list-style-type: none"> providing an opening that sets out a problem, situation, or observation and its significance establishing one or multiple point(s) of view introducing a narrator and character(s) using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome* providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <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>3b: Revise Brief Texts (Explanatory) (Target Descriptions) Apply a variety of strategies when writing one or more paragraphs of explanatory texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is</p>	2	1	0	9*

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		<p>appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).</p> <p>(Evidence Required) The student will revise explanatory text by identifying improved organizational elements such as</p> <ol style="list-style-type: none"> a. introducing complex topics and subtopics b. organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole* c. providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts d. providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic) <p>* Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong.</p> <p>6b: Revise Brief Texts (Argumentative)</p> <p>(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 precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p>(Evidence Required) The student will revise arguments by identifying improved organizational elements such as</p>				

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		<ul style="list-style-type: none"> a. providing an opening that establishes a precise claim and context for argument b. organizing reasons and evidence to support claim, building a logical argument* c. providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence d. providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) a. * Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong. 				
		<p>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 and maintaining a focus/tone; develop a complex topic and subtopics, 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 (e.g., articulate implications or the significance of a topic).</p> <p>(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 and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to</p>	4	0	1*	

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		<p style="text-align: center;">-or-</p> <p>7: Compose Full Texts (Argumentative) (Target Descriptions) 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>(Evidence Required) 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>				
	Evidence/Elaboration	<p>1b: Revise Brief Texts (Narrative) (Target Descriptions) Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator’s point of view, or using dialogue when describing an event or to advance action).</p> <p>(Evidence Required) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as</p> <ol style="list-style-type: none"> a. including dialogue, pacing, and reflection to convey events, experiences, or characters b. including precise words and phrases, telling 	2	1	0*	

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		<p>details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p> <p>c. identifying details that should be deleted because they are inconsistent with the rest of a narrative*</p> <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong.</p> <p>Elaboration items</p> <p>3b: Revise Brief Texts (Explanatory)</p> <p>(Target Descriptions)</p> <p>Apply a variety of strategies when writing one or more paragraphs of explanatory texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).</p> <p>(Evidence Required)</p> <p>The student will revise explanatory text by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience’s knowledge of the topic using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose 				

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		<p>d. deleting details that do not support the thesis/controlling idea*</p> <p>* Note: Items aligned to organization present reasons and evidence that are out of order NOT details that do not belong.</p> <p>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 precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p>(Evidence Required) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ol style="list-style-type: none"> referencing and/or integrating relevant and credible evidence to support claims/counterclaims acknowledging alternate or opposing claims establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose deleting details that do not support the claim* <p>a. *Note: Items aligned to organization present reasons and evidence that are out of order, NOT details that do not belong.</p>				
		<p>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 and maintaining a focus/tone; develop a</p>	4	0	1*	

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		<p>complex topic and subtopics, 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 (e.g., articulate implications or the significance of a topic).</p> <p>(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 and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to</p> <p style="text-align: center;">-or-</p> <p>7: Compose Full Texts (Argumentative) (Target Descriptions) 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>(Evidence Required) 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</p>				

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		argument(s) presented.				
		<p>8: Language and Vocabulary Use (Target Descriptions) Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p>(Evidence Required) 1. The student will identify and use a better word or words to make vague language in text more precise. 2. 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. 3. The student will identify and use precise words or phrases (including figurative/sensory language and telling details) to convey a vivid picture of setting, character, events, experiences or ideas in a text in narrative writing. 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 actions, emotions, or states of being that are basic to a particular topic and specific to a writing task.</p>	1, 2, 4	1	0	
	Conventions	<p>9: Edit/Clarify (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) Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a</p>	1, 2, 4	3	1*	

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		<p>message and edit narrative, explanatory, and argumentative texts.</p> <ul style="list-style-type: none"> a. parallel structure. b. a semicolon to link two or more closely related independent clauses. c. a colon to introduce a list or quotation. d. hyphenation conventions. e. spelling of words that are at or up to two grades below grade level, including frequently misspelled words. f. subject-verb agreement. g. pronoun-antecedent agreement. h. inappropriate sentence fragments, run-on sentences. i. frequently confused words (to/too/two; there/their). j. inappropriate shifts in verb tense. 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). n. misplaced modifiers. o. dangling modifiers. p. inappropriate shifts in verb voice and mood. 				
3. Speaking/Listening	Listening	<p>4: Listen/Interpret (Target Descriptions) Analyze, interpret, and use information delivered orally.</p> <p>(Evidence Required)</p> <ol style="list-style-type: none"> 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. 	1, 2, 3	8-9	0	8-9

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		<p>3. The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or 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> <p>5. The student will integrate content from a presentation with material external to the presentation.</p>				
4. Research	Research	<p>2: Interpret and Integrate Information (Target Descriptions) Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p> <p>(Evidence Required) 1. The student will analyze multiple sources of information/evidence to support a presentation on a topic. 2. The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</p>	2, 3, 4			9
		<p>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. Evaluate relevance, accuracy, and completeness of information from multiple sources.</p> <p>(Evidence Required) 1. The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research. 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.</p>	2, 3, 4	8	1	
		<p>4: Use Evidence</p>	2, 3, 4			

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		<p>(Target Descriptions) Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</p> <p>(Evidence Required) The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</p>				

**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).*