

SBAC ELA/Literacy Assessment Claims & Targets Overview

What Students Need to Know and Be Able to Do – Grade 3

Claim 1: READING

Students can read closely and analytically to comprehend a range of increasingly complex *literary** and informational* texts.

**Bold italics are used to mark details specific to Literary Text. Underlining is used to mark details specific to Informational Text.
Plain text is used for information that is applicable to both Literary and Informational Text.*

50% of text-related assessment evidence will come from reading *literary texts*, and may include stories, poems, plays, myths, or legends.
50% will come from reading informational texts, and may include science, social studies, and technical texts/topics.

Claim 1 Targets (*Literary*):

Claim 1 Targets (Informational):

<p>T1. KEY DETAILS (<i>Literary</i>)</p> <p>Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p>RL1</p>	<p>T8. KEY DETAILS (<u>Informational</u>)</p> <p>RI1, RI7</p> <p style="text-align: right;">DOK 1, DOK 2</p>
<p>T2. CENTRAL IDEAS (<i>Literary</i>)</p> <p>Identify central ideas, key events, <i>or the sequence of events presented in a text</i>, <u>or procedures and details that support them.</u></p> <p>RL2</p>	<p>T9. CENTRAL IDEAS (<u>Informational</u>)</p> <p>RI2</p> <p style="text-align: right;">DOK 2, DOK 3</p>
<p>T3. WORD MEANINGS (<i>Literary</i>)</p> <p>Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., <i>beginning</i> dictionary, <u>glossary</u>), <u>with primary focus on the academic vocabulary common to complex texts in all disciplines.</u></p> <p>RL4, L4, L5c</p>	<p>T10. WORD MEANINGS (<u>Informational</u>)</p> <p>RI4, L4</p> <p style="text-align: right;">DOK 1, DOK 2</p>
<p>T4. REASONING & EVIDENCE (<i>Literary</i>)</p> <p>Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences:</p> <p><i>Literary: (character development/actions/traits; first- or third-person point of view, theme; author’s message).</i> <u>Informational: (author’s line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).</u></p> <p>RL3, RL6, RL9</p>	<p>T11. REASONING & EVIDENCE (<u>Informational</u>)</p> <p>RI3, RI6, RI7, RI8, RI9</p> <p style="text-align: right;">DOK 3</p>
<p>T5. ANALYSIS WITHIN OR ACROSS TEXTS (<i>Literary</i>)</p> <p>Within or across texts:</p> <p><i>Literary: Examine or compare relationships (e.g., literary elements: setting, conflict, dialogue, point of view, characterization).</i> <u>Informational: Examine, integrate or compare information or presentation of information (e.g., cause and effect, integrate information).</u></p> <p>RL3, RL6</p>	<p>T12. ANALYSIS WITHIN OR ACROSS TEXTS (<u>Informational</u>)</p> <p>RI3, RI6</p> <p style="text-align: right;">DOK 3, DOK 4</p>
<p>T6. TEXT STRUCTURES & FEATURES (<i>Literary</i>)</p> <p>To obtain, interpret, explain, or <i>connect</i> information within text, relate knowledge of:</p> <p><i>Literary: text structures, genre-specific features, or formats (visual/graphic/auditory effects).</i> <u>Informational: text structures or text features, (e.g., graphics, bold text, headings)</u></p> <p>RL5, RL7</p>	<p>T13. TEXT STRUCTURES & FEATURES (<u>Informational</u>)</p> <p>RI5, RI7</p> <p style="text-align: right;">DOK 2, DOK 3</p>
<p>T7. LANGUAGE USE (<i>Literary</i>)</p> <p>Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.</p> <p>L5, RL4</p>	<p>T14. LANGUAGE USE (<u>Informational</u>)</p> <p>L5, L5a, L5b</p> <p style="text-align: right;">DOK 2, DOK 3</p>

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What Students Need to Know and Be Able to Do – Grade 3

Claim 2: WRITING

Students can produce effective writing for a range of purposes and audiences.

Claim 2 Targets: Assessment evidence will come from composing, revising, and/or editing writing.

<p>T1a. WRITE BRIEF TEXTS Write brief narratives: T1b. REVISE BRIEF TEXTS Revise brief narratives:</p> <p>Write and/or revise one or more paragraphs demonstrating specific narrative techniques (<i>use of dialogue, description</i>), chronology, appropriate transitional strategies for coherence, or author’s craft appropriate to purpose (<i>closure, detailing characters, plot, setting, or an event</i>).</p> <p>W3a, W3b, W3c, W3d Write = DOK 3, Revise = DOK 2</p>
<p>T2. COMPOSE FULL TEXTS</p> <p>Write full compositions demonstrating narrative techniques (<i>dialogue, description</i>), structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (<i>closure, detailing characters, plot, setting, and events</i>).</p> <p>W3a, W3b, W3c, W3d, W4, W5, W8 DOK 4</p>
<p>T3a. WRITE BRIEF TEXTS: Write brief informational: T3b. REVISE BRIEF TEXTS: Revise brief informational:</p> <p>Write and/or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.</p> <p>W2a, W2b, W2c, W2d Write = DOK 3, Revise = DOK 2</p>
<p>T4. COMPOSE FULL TEXTS: Informative/Explanatory</p> <p>Write full informational /explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting details (from sources when appropriate to prompt), and an appropriate conclusion.</p> <p>W2a, W2b, W2c, W2d, W3b, W4, W5, W8 DOK 4</p>
<p>T5. USE TEXT FEATURES (not assessed in summative CAT assessment)</p> <p>Use text features (<u>illustrations</u>) in <u>informational</u> texts to enhance meaning.</p> <p>W2a DOK 2</p>
<p>T6a. WRITE BRIEF TEXTS: Write brief opinion pieces: T6b. REVISE BRIEF TEXTS: Revise brief opinion pieces:</p> <p>Write and/or revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.</p> <p>W1a, W1b, W1c, W1d, W8 Write = DOK 3, Revise = DOK 2</p>
<p>T7. COMPOSE FULL TEXTS</p> <p>Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources where appropriate to prompt) and an appropriate conclusion.</p> <p>W1a, W1b, W1c, W1d, W3b, W4, W5, W8 DOK 4</p>
<p>T8. LANGUAGE & VOCABULARY USE</p> <p>Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>L3a, L6 DOK 1, DOK 2</p>
<p>T9. EDIT:</p> <p>Apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>L1, L2, L3b DOK 1, DOK 2</p>
<p>T10. TECHNOLOGY (not assessed on the summative assessment)</p> <p>Use tools of technology to produce texts.</p> <p>W6 DOK 1</p>

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Claim 3: SPEAKING & LISTENING Students can employ effective speaking and listening skills for a range of purposes and audiences.	Claim 4: RESEARCH & INQUIRY Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.
Claim 3 Targets: <i>Targets 1-3 address SPEAKING.</i> <i>Target 4 addresses LISTENING.</i>	
T1. LANGUAGE & VOCABULARY USE (not assessed on summative assessment) Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. L1, L3a, L3b, L6, SL6 DOK 1	T1. PLAN-RESEARCH (not assessed on summative assessment) Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept. SL1, SL2, SL3, SL4, W6, W7 DOK 2, DOK 3, DOK 4—when multiple sources are used.
T2. CLARIFY MESSAGE (not assessed on summative assessment) Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. SL6 DOK 1	T2. INTERPRET & INTEGRATE INFORMATION Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. RI1, RI7, RI9, W8 DOK 2 on Computer Adaptive Test DOK 3 on Performance Task
T3. PLAN-SPEAK-PRESENT (not assessed on summative assessment) Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. SL1, SL2, SL4, SL5, SL6, W8 DOK 2, DOK 3	T3. ANALYZE INFORMATION-SOURCES Distinguish relevant/irrelevant information. RI7, RI9, W8 DOK 2 on Computer Adaptive Test DOK 4 on Performance Task
T4. LISTEN-INTERPRET Interpret and use information delivered orally. SL2, SL3 DOK 1, DOK 2, DOK 3	T4. USE EVIDENCE Cite evidence to support opinions based on prior knowledge and evidence collected. RI1, RI6, RI7, RI9, W1b, W8 DOK 2 on Computer Adaptive Test DOK 3 on Performance Task