

SBAC ELA/Literacy Assessment Claims & Targets Overview

What Students Need to Know and Be Able to Do – Grade 4

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>DOK 1, DOK 2</p>
<p>T2. CENTRAL IDEAS (<i>Literary</i>)</p> <p>Identify or summarize central ideas/key events, or procedures.</p> <p>RL2</p>	<p>T9. CENTRAL IDEAS (<u>Informational</u>)</p> <p>RI2</p> <p>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), domain-specific (tier 3) words, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, <i>thesaurus</i>, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.</p> <p>RL4, L4, L5c</p>	<p>T10. WORD MEANINGS (<u>Informational</u>)</p> <p>RI4, L4, L5c</p> <p>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> Informational: (author’s line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).</p> <p>RL3, RL6, RL9</p>	<p>T11. REASONING & EVIDENCE (<u>Informational</u>)</p> <p>RI3, RI6, RI7, RI8, RI9</p> <p>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> Informational: Interpret, explain, or connect information presented (e.g., compare/contrast, cause/effect, integrate information).</p> <p>RL3, RL6</p>	<p>T12. ANALYSIS WITHIN OR ACROSS TEXTS (<u>Informational</u>)</p> <p>RI3, RI6</p> <p>DOK 3, DOK 4</p>
<p>T6. TEXT STRUCTURES & FEATURES (<i>Literary</i>)</p> <p>To obtain, interpret, explain, connect, or <u>integrate</u> information within text, relate knowledge of:</p> <p><i>Literary: text structures, genre-specific features, or formats (visual/graphic/auditory effects).</i> Informational: text structures and features (e.g., graphs, charts, timelines).</p> <p>RL5</p>	<p>T13. TEXT STRUCTURES & FEATURES (<u>Informational</u>)</p> <p>RI5, RI7</p> <p>DOK 2, DOK 3</p>
<p>T7. LANGUAGE USE (<i>Literary</i>)</p> <p>Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.</p> <p>L5, RL4</p>	<p>T14. LANGUAGE USE (<u>Informational</u>)</p> <p>L5, L5a, L5b</p> <p>DOK 2, DOK 3</p>

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What Students Need to Know and Be Able to Do – Grade 4

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: Write and/or revise one or more paragraphs demonstrating specific narrative techniques (<i>use of dialogue, sensory or concrete details, 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, and/or W3e, W9</p>	<p>T1b. REVISE BRIEF TEXTS Revise brief narratives: Write = DOK 3, Revise = DOK 2</p>
<p>T2. COMPOSE FULL TEXTS Write full compositions demonstrating specific narrative techniques (<i>use of dialogue, sensory or concrete details, description</i>), text 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, W3e, W4, W5, W8, W9</p> <p style="text-align: right;">DOK 4</p>	
<p>T3a. WRITE BRIEF TEXTS: Write brief informational: 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 evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information and explanation presented.</p> <p>W2a, W2b, W2c, W2d, W2e, and/or W9</p> <p style="text-align: right;">Write = DOK 3, Revise = DOK 2</p>	
<p>T4. COMPOSE FULL TEXTS 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 evidence (from sources when appropriate to prompt) and elaboration; and develop an appropriate conclusion related to the information and explanation presented.</p> <p>W2a, W2b, W2c, W2d, W2e, W3b, W4, W5, W8, W9</p> <p style="text-align: right;">DOK 4</p>	
<p>T5. USE TEXT FEATURES (not assessed in summative CAT assessment) Use text features (<u>headings, bold text, captions, etc.</u>) in informational texts to enhance meaning.</p> <p>W2a</p> <p style="text-align: right;">DOK 2</p>	
<p>T6a. WRITE BRIEF TEXTS: Write brief opinion pieces: Write and/or revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.</p> <p>W1a, W1b, W1c, W1d, W8, and/or W9</p> <p style="text-align: right;">Write = DOK 3, Revise = DOK 2</p>	
<p>T7. COMPOSE FULL TEXTS 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 transitions for coherence, develop supporting evidence/reasons (from sources where appropriate to prompt) and elaboration, and develop an appropriate conclusion related to the opinion presented.</p> <p>W1a, W1b, W1c, W1d, W3b, W4, W5, W8, W9</p> <p style="text-align: right;">DOK 4</p>	
<p>T8. LANGUAGE & VOCABULARY USE Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>W2d, W3d, L3a, L6</p> <p style="text-align: right;">DOK 1, DOK 2</p>	
<p>T9. EDIT: 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</p> <p style="text-align: right;">DOK 1, DOK 2</p>	
<p>T10. TECHNOLOGY (not assessed on the summative assessment) Use tools of technology to gather information, make revisions, or produce texts.</p> <p>W6</p> <p style="text-align: right;">DOK 1</p>	

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What Students Need to Know and Be Able to Do – Grade 4

Claim 3: SPEAKING & LISTENING	Claim 4: RESEARCH & INQUIRY
<p>Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>	<p>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>
<p>Claim 3 Targets:</p> <p><i>Targets 1-3 address SPEAKING.</i></p> <p><i>Target 4 addresses LISTENING.</i></p>	
<p>T1. LANGUAGE & VOCABULARY USE (not assessed on summative assessment)</p> <p>Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.</p> <p>L1, L3a, L3c, L6, SL6</p> <p>DOK 1</p>	<p>T1. PLAN-RESEARCH (not assessed on summative assessment)</p> <p>Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.</p> <p>SL1, SL2, SL3, SL4, W6, W7</p> <p>DOK 2, DOK 3, DOK 4—when multiple sources are used.</p>
<p>T2. CLARIFY MESSAGE (not assessed on summative assessment)</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.</p> <p>SL6</p> <p>DOK 1</p>	<p>T2. INTERPRET & INTEGRATE INFORMATION</p> <p>Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.</p> <p>RI1, RI6, RI7, RI9, W8, W9</p> <p>DOK 2 on Computer Adaptive Test DOK 3 on Performance Task</p>
<p>T3. PLAN-SPEAK-PRESENT (not assessed on summative assessment)</p> <p>Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.</p> <p>SL1, SL2, SL4, SL5, SL6, W8</p> <p>DOK 2, DOK 3</p>	<p>T3. ANALYZE INFORMATION-SOURCES</p> <p>Distinguish relevant/irrelevant information.</p> <p>RI7, W8, W9</p> <p>DOK 2 on Computer Adaptive Test DOK 4 on Performance Task</p>
<p>T4. LISTEN-INTERPRET</p> <p>Interpret and use information delivered orally.</p> <p>SL2, SL3</p> <p>DOK 1, DOK 2, DOK 3</p>	<p>T4. USE EVIDENCE</p> <p>Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed.</p> <p>RI1, RI6, RI7, RI9, W1b, W8, W9</p> <p>DOK 2 on Computer Adaptive Test DOK 3 on Performance Task</p>