

# English Language Arts/Literacy Focused Interim Assessment Blocks

## Blueprint

as of July 2021

The Smarter Balanced Focused Interim Assessment Blocks (FIABs) are one type of interim assessment being made available by the Consortium; the other types are the Interim Comprehensive Assessment (ICAs) which are similar in structure and follow the same blueprint as the summative assessment, and the legacy IABs, which are snapshots of student performance on multiple targets within a claim. FIABs are short, focused sets or blocks of items that measure usually one or two assessment targets. Results from these focused assessment block provide information about a student's strengths or needs in relation to the Common Core State Standards (CCSS) and, therefore, generate more detailed information for instructional purposes than the summative or ICAs can alone. All types of interim assessments are currently available as fixed forms. The fixed forms are administered online, using the same delivery software as the summative assessments.

This blueprint presents the specific blocks that are available by grade level for English Language Arts/literacy beginning at grade 3 and continuing through high school. Each block-level blueprint contains information about claim(s), assessment target(s), and depth of knowledge (DOK) level(s) addressed by the items in that block as well as the numbers of items allocated to each of those categories. Other more subject-specific information is also included. For example, this blueprint incorporates details on passage length (claim 1 reading) and scoring of responses.

The blueprint can be used by educators to plan how to integrate IABs and FIABs effectively within classroom instruction or to better understand results that are reported. Users of the blueprint can become familiar with the number of IABs/FIABs for each grade level, the general focus of each, (i.e. which assessment targets are addressed in a specific IAB or FIAB and the emphasis of each target relative to the other targets in the block). A fifth-grade English Language Arts/literacy teacher, for example, may wish to determine what practice students need in writing informational texts. The teacher would see that there is an IAB block on revising texts composed of fifteen machine-scored items across three assessment targets—revising narrative, informational, and opinion texts—and an FIAB block that focuses just on Writing and Revising Informational Text, which has a combination of machine-scored and short answer items. A third option would be to administer a performance task that deals solely with research and informational writing that is also hand scored. Given the differences in class time required and the amount of time needed to score blocks, the teacher would decide which blocks best meet the instructional needs of the class.

Finally, educators can use these FIAB as well as the IAB blueprints in conjunction with the summative and ICA blueprints to support more comprehensive classroom-level instructional and assessment plans.

## Summary of ELA/Literacy Focused Interim Assessment Blocks Grades 3-5

Block Name	Number of Items
Write and Revise Narratives	10
Write and Revise Informational Texts	10
Write and Revise Opinion Texts	10-11
Language and Vocabulary Use	14-15
Editing	14-15
Listen/Interpret	14-15
Research: Interpret and Integrate	10-12
Research: Analyze Information	10
Research: Use Evidence	10

**Summary of ELA/Literacy Focused Interim Assessment Blocks Grade 6**

Block Name	Number of Items
Write and Revise Narratives	11
Write and Revise Explanatory Texts	10
Language and Vocabulary Use	15
Editing	14
Listen/Interpret	15
Research: Analyze and Integrate Information	10
Research: Evaluate Information and Sources	12
Research: Use Evidence	10

## Summary of ELA/Literacy Focused Interim Assessment Blocks Grade 7

Block Name	Number of Items
Write and Revise Narratives	10
Write and Revise Explanatory Texts	11
Write and Revise Argumentative Texts	10
Language and Vocabulary Use	15
Editing	13
Listen/Interpret	15
Research: Analyze and Integrate Information	11
Research: Evaluate Information and Sources	11
Research: Use Evidence	10

**Summary of ELA/Literacy Focused Interim Assessment Blocks Grade 8**

Block Name	Number of Items
Write and Revise Narratives	10
Write and Revise Explanatory Texts	12
Language and Vocabulary Use	14
Editing	14
Listen/Interpret	15
Research: Analyze and Integrate Information	11
Research: Evaluate Information and Sources	12
Research: Use Evidence	10

## Summary of ELA/Literacy Focused Interim Assessment Blocks Grade 11

Block Name	Number of Items
Write and Revise Narratives	10
Write and Revise Argumentative Texts	11
Language and Vocabulary Use	15
Editing	15
Listen/Interpret	15
Research: Analyze and Integrate Information	10
Research: Evaluate Information and Sources	10
Research: Use Evidence	12

**Grade 3, Claim 2 – Write and Revise Narratives (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing narrative with a sequence of events that unfolds naturally</li> <li>• using temporal words or phrases to signal event order</li> <li>• providing closure that follows logically from the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including descriptive details to convey events/experiences</li> </ul>	3	0	2
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing the narrative with a sequence of events that unfolds naturally</li> <li>• using temporal words or phrases to signal event order</li> <li>• providing closure that follows logically from the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including descriptive details to convey events/experiences</li> <li>• identifying details that should be deleted because they are inconsistent with the rest of a narrative</li> </ul>	2	8	0

### Grade 3, Claim 2 – Write and Revise Informational Texts (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>3a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize informational text by</p> <ul style="list-style-type: none"> <li>• introducing a topic</li> <li>• stating a main idea</li> <li>• grouping related information together</li> <li>• using transition words and phrases</li> <li>• including an appropriate conclusion</li> </ul> <p>(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by</p> <ul style="list-style-type: none"> <li>• developing the topic with supporting details</li> </ul>	3	0	2
<p><b>3b. Revise Brief Texts</b> (Organization) The student will revise informational text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• introducing a topic</li> <li>• stating a main idea</li> <li>• grouping related information together</li> <li>• using transition words and phrases</li> <li>• including an appropriate conclusion</li> </ul> <p>(Elaboration) The student will revise informational text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>• developing the topic with supporting details</li> <li>• deleting details that do not support the main idea</li> </ul>	2	8	0



### Grade 3, Claim 2 – Write and Revise Opinion Texts (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>6a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize opinion text by</p> <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting reasons</li> <li>• using transition words and phrases to connect opinions to reasons</li> <li>• including an appropriate conclusion</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by</p> <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons (from notes provided)</li> </ul>	3	0	2
<p><b>6b. Revise Brief Texts</b> (Organization) The student will revise opinion text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting reasons</li> <li>• using transition words and phrases to connect opinions to reasons</li> <li>• including an appropriate conclusion</li> </ul> <p>(Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons</li> <li>• deleting details that do not support the opinion</li> </ul>	2	8	0

### Grade 3, Claim 2 – Language and Vocabulary Use (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>8. Language and Vocabulary Use</b> <ul style="list-style-type: none"> <li>The student will identify and use the best word(s) or phrases for audience or purpose.</li> <li>The student will identify and use the best academic or domain-specific words or phrases to make meaning clear.</li> <li>The student will identify and use effective sensory details to convey experiences and events.</li> </ul>	1, 2	15	0

### Grade 3, Claim 2 – Editing (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>9. Editing</b> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</li> </ul>	1, 2	15	0

### Grade 3, Claim 3 – Listen/Interpret (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Listen/Interpret</b> <ul style="list-style-type: none"> <li>The student will identify or interpret the purpose, central idea, or key points of a presentation.</li> <li>The student will identify the use of supporting evidence in a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> </ul>	1, 2, 3	15	0

### Grade 3, Claim 4 – Research: Interpret and Integrate (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Interpret &amp; Integrate Information</b> <ul style="list-style-type: none"> <li>The student will locate information from a text source to support a central idea or key detail related to research.</li> <li>The student will interpret information from a text source to support a given purpose related to research tasks.</li> <li>The student will interpret information from a visual source to support a given purpose related to research tasks.</li> </ul>	2	10	0

### Grade 3, Claim 4 – Research: Analyze Information (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Analyze Information/Sources</b> <ul style="list-style-type: none"> <li>The student will analyze digital and print sources in order to locate relevant information to support research.</li> <li>The student will analyze illustrations in order to locate relevant information to support research.</li> </ul>	2	10	0

### Grade 3, Claim 4 – Research: Use Evidence (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will select evidence to support opinions or ideas.</li> </ul>	2	10	0

**Grade 4, Claim 2 – Write and Revise Narratives (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing narrative with a sequence of events that unfolds naturally</li> <li>• using transitional words and phrases to manage the sequence of events</li> <li>• providing closure that follows from the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including concrete words and phrases and sensory details to convey events/experiences</li> <li>• using precise language to narrate events</li> </ul>	3	0	2
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing narrative with a sequence of events that unfolds naturally</li> <li>• using transitional words and phrases to manage the sequence of events</li> <li>• providing closure that follows from the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including concrete words and phrases and sensory details 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> </ul>	2	8	0

**Grade 4, Claim 2 – Write and Revise Informational Texts (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>3a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize informational text by</p> <ul style="list-style-type: none"> <li>• stating a focus (main idea)</li> <li>• writing in body paragraphs</li> <li>• using transition words and phrases to link ideas</li> <li>• including a conclusion that is appropriate to the audience and related to the information or explanation presented</li> </ul> <p>(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by</p> <ul style="list-style-type: none"> <li>• developing and elaborating the focus (main idea) using supporting evidence</li> <li>• using precise language and domain-specific vocabulary to inform or explain</li> </ul>	3	0	2
<p><b>3b. Revise Brief Texts</b> (Organization) The student will revise informational text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• stating a focus (main idea)</li> <li>• writing in body paragraphs</li> <li>• using transition words and phrases to link ideas</li> <li>• including a conclusion that is appropriate to the audience and related to the information or explanation presented</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• developing and elaborating the focus (main idea) using supporting evidence</li> <li>• using precise language and domain-specific vocabulary to inform or explain</li> <li>• deleting details that do not support the main idea</li> </ul>	2	8	0

**Grade 4, Claim 2 – Write and Revise Opinion Texts (11 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>6a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize opinion text by</p> <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting evidence/reasons and elaboration</li> <li>• using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>• developing an appropriate conclusion related to the opinion presented</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by</p> <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons and elaboration (from notes provided)</li> </ul>	3	0	2
<p><b>6b. Revise Brief Texts</b> (Organization) The student will revise opinion text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• providing an opening that states an opinion about a topic</li> <li>• providing an opening that establishes a context</li> <li>• organizing supporting evidence/reasons and elaboration</li> <li>• using transition words and phrases to connect opinions to evidence/reasons and elaboration</li> <li>• developing an appropriate conclusion related to the opinion presented</li> </ul> <p>(Elaboration) The student will revise complex opinion text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>• developing the opinion with supporting evidence/reasons and elaboration</li> <li>• deleting details that do not support the opinion</li> </ul>	2	9	0

### Grade 4, Claim 2 – Language and Vocabulary Use (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>8. Language and Vocabulary Use</b> <ul style="list-style-type: none"> <li>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 inform or explain to audience.</li> <li>The student will identify and use the best concrete words and phrases.</li> <li>The student will identify and use effective sensory details to convey experiences and events.</li> <li>The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ul>	1, 2	14	0

### Grade 4, Claim 2 – Editing (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>9. Editing</b> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</li> </ul>	1, 2	15	0

### Grade 4, Claim 3 – Listen/Interpret (14 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Listen/Interpret</b> <ul style="list-style-type: none"> <li>The student will identify or interpret the purpose, central idea, or key points of a presentation.</li> <li>The student will identify the use of supporting evidence in a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> </ul>	1, 2, 3	14	0

### Grade 4, Claim 4 – Research: Interpret and Integrate (12 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Interpret &amp; Integrate</b> <ul style="list-style-type: none"> <li>The student will locate information from a text source to support a central idea or subtopic related to research.</li> <li>The student will interpret information from a text source to support a given purpose related to research tasks.</li> <li>The student will interpret information from a visual source to support a given purpose related to research tasks.</li> </ul>	2	12	0

### Grade 4, Claim 4 – Research: Analyze Information (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Analyze Information</b> <ul style="list-style-type: none"> <li>The student will analyze digital and print sources in order to locate relevant information to support research.</li> <li>The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.</li> </ul>	2	10	0

### Grade 4, Claim 4 – Research: Use Evidence (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</li> </ul>	2	10	0



## Grade 5, Claim 2 – Write and Revise Narratives (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing narrative with a sequence of events that unfolds naturally</li> <li>• using transition strategies to convey sequence</li> <li>• providing closure that follows from the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including concrete words, phrases, and sensory details to convey events/experiences</li> <li>• using precise language to narrate events</li> </ul>	3	0	2
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a situation</li> <li>• providing an opening that introduces a narrator and character(s)</li> <li>• organizing narrative with a sequence of events that unfolds naturally</li> <li>• using transition strategies to convey sequence</li> <li>• providing closure that follows from the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including concrete words, phrases, and sensory details 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> </ul>	2	8	0

**Grade 5, Claim 2 – Write and Revise Informational Texts (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>3a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize informational text by</p> <ul style="list-style-type: none"> <li>• introducing a topic clearly</li> <li>• making general observations</li> <li>• grouping related information</li> <li>• using transition words, phrases and clauses to link ideas</li> <li>• including a conclusion or section related to the information or explanation presented</li> </ul> <p>(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an informational text by</p> <ul style="list-style-type: none"> <li>• integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.).</li> <li>• developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/example.</li> <li>• using precise language and domain-specific vocabulary to inform or explain</li> </ul>	3	0	2
<p><b>3b. Revise Brief Texts</b> (Organization) The student will revise informational text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• introducing a topic clearly</li> <li>• making general observations</li> <li>• grouping related information</li> <li>• using transition words, phrases and clauses to link ideas</li> <li>• including a conclusion or section related to the information or explanation presented</li> </ul> <p>(Elaboration) The student will revise informational text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>• developing and elaborating the focus (main idea) with facts, definitions, concrete details, quotations, or other information/examples</li> <li>• using precise language and domain-specific vocabulary to inform or explain</li> <li>• deleting details that do not support the main idea</li> </ul>	2	8	0

## Grade 5, Claim 2 – Write and Revise Opinion Texts (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>6a. Write Brief Texts</b></p> <p>(Organization) The student will use information provided in a stimulus to organize opinion text by</p> <ul style="list-style-type: none"> <li>stating an opinion about a clearly stated topic</li> <li>establishing a context</li> <li>organizing supporting evidence/reasons and elaboration</li> <li>using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>developing an appropriate conclusion related to the opinion presented</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an opinion text by</p> <ul style="list-style-type: none"> <li>developing the opinion with supporting evidence/reasons and elaboration (from notes provided)</li> </ul>	3	0	2
<p><b>6b. Revise Brief Texts</b></p> <p>(Organization) The student will use information provided in a stimulus to revise organized opinion text by</p> <ul style="list-style-type: none"> <li>providing an opening that states an opinion about a topic</li> <li>providing an opening that establishes a context</li> <li>organizing supporting evidence/reasons and elaboration</li> <li>using transition words, phrases, and clauses to connect opinions to evidence/reasons and elaboration</li> <li>developing an appropriate conclusion related to the opinion presented</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed opinion text by applying elaboration techniques such as</p> <ul style="list-style-type: none"> <li>developing the opinion with logically ordered supporting evidence/reasons and elaboration</li> <li>deleting details that do not support the opinion</li> </ul>	2	8	0

### Grade 5, Claim 2 – Language and Vocabulary Use (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>8. Language and Vocabulary Use</b> <ul style="list-style-type: none"> <li>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 inform or explain to audience.</li> <li>The student will identify and use the best concrete words and phrases.</li> <li>The student will identify and use effective sensory details to convey experiences and events.</li> <li>The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> </ul>	1, 2	15	0

### Grade 5, Claim 2 – Editing (14 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>9. Editing</b> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</li> </ul>	1	14	0

### Grade 5, Claim 3 – Listen/Interpret (14 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Listen/Interpret</b> <ul style="list-style-type: none"> <li>The student will identify, summarize, or interpret the purpose, central idea, or key points of a presentation.</li> <li>The student will identify the use of supporting evidence in a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> </ul>	1, 2, 3	14	0

### Grade 5, Claim 4 – Research: Interpret and Integrate (12 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Interpret &amp; Integrate</b> <ul style="list-style-type: none"> <li>The student will locate information from a text source to support a central idea or subtopic related to research.</li> <li>The student will interpret information from a text source to support a given purpose related to research tasks.</li> </ul>	2	12	0

### Grade 5, Claim 4 – Research: Analyze Information (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Analyze Information/Sources</b> <ul style="list-style-type: none"> <li>The student will analyze digital and print sources in order to locate relevant information to support research.</li> <li>The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.</li> </ul>	2	10	0

### Grade 5, Claim 4 – Research: Use Evidence (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.</li> </ul>	2	10	0

## Grade 6, Claim 2 – Write and Revise Narratives (11 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by</p> <ul 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> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as</p> <ul 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> </ul>	3	0	2
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul 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> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul 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> </ul>	2	9	0

## Grade 6, Claim 2 – Write and Revise Explanatory Texts (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>3a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize explanatory text by</p> <ul 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> </ul> <p>(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an explanatory text by</p> <ul style="list-style-type: none"> <li>integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.).</li> <li>using precise language and domain-specific vocabulary to inform or explain</li> <li>establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose</li> </ul>	3	0	2
<p><b>3b. Revise Brief Texts</b> (Organization) The student will revise explanatory text by identifying improved organizational elements such as</p> <ul 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> </ul> <p>(Elaboration) The student will revise explanatory text by identifying the best use of elaboration techniques such as</p> <ul 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> </ul>	2	8	0

### Grade 6, Claim 2 – Language and Vocabulary Use (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>8. Language and Vocabulary Use</b> <ul style="list-style-type: none"> <li>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>The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing.</li> <li>The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.</li> <li>The student will identify and use the best general academic or domain-specific word(s)/phrase 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 purpose.</li> </ul>	1, 2	15	0

### Grade 6, Claim 2 – Editing (14 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>9. Editing</b> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</li> </ul>	1	14	0



### Grade 6, Claim 3 – Listen/Interpret (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>4. Listen/Interpret</b></p> <ul style="list-style-type: none"> <li>The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.</li> <li>The student will analyze how information is presented and/or the effects of the delivery.</li> <li>The student will analyze a quality (sufficiency of evidence) of a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> </ul>	1, 2, 3	15	0

### Grade 6, Claim 4 – Research: Analyze and Integrate Information (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Analyze and Integrate Information</b> <ul style="list-style-type: none"> <li>The student will analyze information within and among sources of information.</li> <li>The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</li> </ul>	2	10	0

### Grade 6, Claim 4 – Research: Evaluate Information and Sources (12 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Evaluate Information and Sources</b> <ul style="list-style-type: none"> <li>The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</li> <li>The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.</li> </ul>	2	12	0

### Grade 6, Claim 4 – Research: Use Evidence (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will select evidence to support arguments, ideas, or analyses.</li> </ul>	2	10	0

**Grade 7, Claim 2 – Write and Revise Narratives (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a context and/or setting and/or point of view</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> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including descriptive details and sensory language to convey events/experiences precisely</li> </ul>	3	0	2
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a context and/or setting and/or point of view</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> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including descriptive details and sensory language to convey events/experiences precisely</li> <li>• identifying details that should be deleted because they are inconsistent with the rest of the narrative</li> </ul>	2	8	0

## Grade 7, Claim 2 – Write and Revise Explanatory Texts (11 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>3a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize explanatory text by</p> <ul style="list-style-type: none"> <li>introducing and clearly stating a focus (thesis)</li> <li>previewing what is to follow</li> <li>maintaining a clear focus</li> <li>organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)</li> <li>providing appropriate transitional strategies for coherence and to clarify relationships</li> <li>providing a conclusion that follows from and supports the information or explanation presented</li> </ul> <p>(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an explanatory text by</p> <ul style="list-style-type: none"> <li>integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.)</li> <li>using precise language and domain-specific vocabulary to inform or explain</li> <li>establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose</li> </ul>	3	0	2
<p><b>3b. Revise Brief Texts</b> (Organization) The student will revise explanatory text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>introducing and clearly stating a focus (thesis)</li> <li>previewing what is to follow</li> <li>maintaining a clear focus</li> <li>organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)</li> <li>providing appropriate transitional strategies for coherence and to clarify relationships</li> <li>providing a conclusion that is related to and supports the information or explanation presented</li> </ul> <p>(Elaboration) The student will revise explanatory text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>referencing and/or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.)</li> <li>using precise and domain-specific language to inform or explain</li> <li>establishing and maintaining 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> </ul>	2	9	0

**Grade 7, Claim 2 – Write and Revise Argumentative Texts (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>6a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize arguments by</p> <ul style="list-style-type: none"> <li>providing an opening that establishes a clear claim and context for argument</li> <li>organizing reasons and evidence to support claims, building a logical argument</li> <li>providing appropriate transitional strategies for coherence, clarifying relationships between and among claims and reasons</li> <li>providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)</li> </ul> <p>(Elaboration) The student will select from information provided in order to develop or elaborate on a designated part of an argumentative text by</p> <ul style="list-style-type: none"> <li>referencing and/or integrating relevant reasons supported by credible evidence (from notes provided)</li> <li>acknowledging/addressing alternate or opposing viewpoints</li> <li>establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose)</li> </ul>	3	0	2
<p><b>6b. Revise Brief Texts</b> (Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ul 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 the claim, building a logical argument*</li> <li>providing appropriate transitional strategies for coherence, clarifying relationships between and among claim, reasons, and evidence</li> <li>providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s)</li> </ul> <p>(Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>referencing and/or integrating relevant and credible evidence to support claims</li> <li>acknowledging alternate or opposing viewpoints</li> <li>establishing/addressing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> <li>deleting details that do not support the claim</li> </ul>	2	8	0

### Grade 7, Claim 2 – Language and Vocabulary Use (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>8. Language and Vocabulary Use</b> <ul style="list-style-type: none"> <li>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>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.</li> <li>The student will identify and use the best word or words to precisely convey events, experiences or ideas in a text.</li> <li>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.</li> <li>The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.</li> </ul>	1, 2	15	0

### Grade 7, Claim 2 – Editing (13 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>9. Editing</b> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</li> </ul>	1	13	0

**Grade 7, Claim 3 – Listen/Interpret (15 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>4. Listen/Interpret</b></p> <ul style="list-style-type: none"> <li>The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.</li> <li>The student will analyze how information is presented and/or the effects of the delivery.</li> <li>The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> </ul>	1, 2, 3	15	0

**Grade 7, Claim 4 – Research: Analyze and Integrate Information (11 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Analyze and Integrate Information</b> <ul style="list-style-type: none"> <li>The student will analyze information within and among sources of information.</li> <li>The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</li> </ul>	2	11	0

**Grade 7, Claim 4 – Research: Evaluate Information and Sources (11 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Evaluate Information and Sources</b> <ul style="list-style-type: none"> <li>The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</li> <li>The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.</li> </ul>	2	11	0

**Grade 7, Claim 4 – Research: Use Evidence (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will cite evidence to support arguments, ideas, or analyses.</li> </ul>	2	10	0



**Grade 8, Claim 2 – Write and Revise Narratives (10 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a context and/or setting and/or point of view</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> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences precisely</li> <li>• including descriptive details and sensory language to convey events/experiences</li> </ul>	3	0	3
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a context and/or setting and/or point of view</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> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue to convey events/experiences</li> <li>• including descriptive details and sensory language to convey events/experiences precisely</li> <li>• identifying details that should be deleted because they are inconsistent with the rest of the narrative</li> </ul>	2	7	0

## Grade 8, Claim 2 – Write and Revise Explanatory Texts (12 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>3a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize explanatory text by</p> <ul style="list-style-type: none"> <li>introducing and clearly stating a focus (thesis)</li> <li>previewing what is to follow</li> <li>maintaining a clear focus</li> <li>organizing ideas/concepts strategically and into broader categories (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)</li> <li>providing appropriate transitional strategies for coherence</li> <li>maintaining a consistent and appropriate tone</li> <li>providing a conclusion that follows from and supports the information or explanation presented</li> </ul> <p>(Elaboration) The student will select from information/evidence provided in order to develop or elaborate on a designated part of an explanatory text by</p> <ul style="list-style-type: none"> <li>integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the required task and form (essay, report, etc.)</li> <li>using precise language and domain-specific vocabulary to inform or explain</li> <li>establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose</li> </ul>	3	0	3
<p><b>3b. Revise Brief Texts</b> (Organization) The student will revise explanatory text by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>introducing and clearly stating a focus (thesis)</li> <li>previewing what is to follow</li> <li>maintaining a clear focus</li> <li>organizing ideas/concepts strategically and into broader categories (e.g., using definition, classification, comparison/contrast, cause/effect to structure writing)</li> <li>providing appropriate transitional strategies for coherence</li> <li>maintaining a consistent and appropriate tone</li> <li>providing a conclusion that is related to and supports the information or explanation presented</li> </ul> <p>(Elaboration) The student will revise explanatory text by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>referencing and /or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, and examples) appropriate for the required form (essay, report, etc.)</li> <li>using precise language and domain-specific vocabulary to inform or explain</li> <li>establishing and maintaining a formal style (including appropriate sentence variety and complexity) for audience/purpose</li> <li>deleting details that do not support the thesis/controlling idea</li> </ul>	2	9	0

### Grade 8, Claim 2 – Language and Vocabulary Use (14 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>8. Language and Vocabulary Use</b></p> <ul style="list-style-type: none"> <li>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>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.</li> <li>The student will identify and use the best word or words to precisely convey events, experiences, or ideas in a text and specific to a writing purpose.</li> <li>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.</li> <li>The student will identify and use precise and concise general academic or domain-specific word(s)/phrases to avoid repetition or wordiness.</li> </ul>	1, 2	14	0

### Grade 8, Claim 2 – Editing (14 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>9. Editing</b></p> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.</li> </ul>	1	14	0

### Grade 8, Claim 3 – Listen/Interpret (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>4. Listen/Interpret</b></p> <ul style="list-style-type: none"> <li>The student will identify, interpret, or analyze the point of view, purpose, motive, central idea, or key points of a presentation.</li> <li>The student will analyze how information is presented and/or the effects of the delivery.</li> <li>The student will analyze a quality (soundness of reasoning, relevance or sufficiency of evidence) of a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> </ul>	1, 2, 3	15	0

### Grade 8, Claim 4 – Research: Analyze and Integrate Information (11 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Analyze and Integrate Information</b> <ul style="list-style-type: none"> <li>The student will analyze information within and among sources of information.</li> <li>The student will analyze information within and among sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</li> </ul>	2	11	0

### Grade 8, Claim 4 – Research: Evaluate Information and Sources (12 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Evaluate Information and Sources</b> <ul style="list-style-type: none"> <li>The student will use reasoning, evaluation, and evidence to assess the credibility of each source in order to select relevant information to support research.</li> <li>The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.</li> </ul>	2	12	0

### Grade 8, Claim 4 – Research: Use Evidence (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will cite evidence to support arguments, ideas, or analyses.</li> </ul>	2	10	0

## Grade 11, Claim 2 – Write and Revise Narratives (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>1a. Write Brief Texts</b> (Organization) The student will use information provided in a stimulus to organize narratives/narrative sections that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that sets out a problem, situation, or observation and its significance</li> <li>• establishing one or multiple point(s) of view</li> <li>• introducing a narrator and character(s)</li> <li>• 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</li> <li>• providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop narratives/narrative sections that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue, pacing, and reflection to convey events, experiences, or characters</li> <li>• including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> </ul>	3	0	3
<p><b>1b. Revise Brief Texts</b> (Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by</p> <ul style="list-style-type: none"> <li>• providing an opening that sets out a problem, situation, or observation and its significance</li> <li>• establishing one or multiple point(s) of view</li> <li>• introducing a narrator and character(s)</li> <li>• 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</li> <li>• providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as</p> <ul style="list-style-type: none"> <li>• including dialogue, pacing, and reflection to convey events, experiences, or characters</li> <li>• including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>• identifying details that should be deleted because they are inconsistent with the rest of a narrative</li> </ul>	2	7	0

## Grade 11, Claim 2 – Write and Revise Argumentative Texts (11 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>6a. Write Brief Texts</b></p> <ul style="list-style-type: none"> <li>• (Organization) The student will use information provided in a stimulus to organize arguments by</li> <li>• providing an opening that establishes a precise claim and context for argument</li> <li>• organizing reasons and evidence to support claims, so as to build a logical argument</li> <li>• providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence</li> <li>• using appropriate vocabulary for argument</li> <li>• providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)</li> </ul> <p>(Elaboration) The student will use information provided in a stimulus to develop or elaborate on a designated part of an argumentative text by</p> <ul style="list-style-type: none"> <li>• referencing and/or integrating relevant and credible evidence to support claims/counterclaims</li> <li>• acknowledging/addressing alternate or opposing claims</li> <li>• establishing and maintaining a formal style and tone (including appropriate sentence variety and complexity) for audience/purpose</li> </ul>	3	0	2
<p><b>6b. Revise Brief Texts</b></p> <p>(Organization) The student will revise arguments by identifying improved organizational elements such as</p> <ul style="list-style-type: none"> <li>• providing an opening that establishes a precise claim and context for argument</li> <li>• organizing reasons and evidence to support claim, building a logical argument</li> <li>• providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence</li> </ul> <p>providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)</p> <p>(Elaboration) The student will revise arguments by identifying the best use of elaboration techniques such as</p> <ul style="list-style-type: none"> <li>• referencing and/or integrating relevant and credible evidence to support claims/counterclaims</li> <li>• acknowledging/addressing alternate or opposing claims</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> </ul>	2	9	0

**Grade 11, Claim 2 – Language and Vocabulary Use (15 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>8. Language and Vocabulary Use</b></p> <ul style="list-style-type: none"> <li>The student will identify and use a better word or words to make vague language in text more precise.</li> <li>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>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.</li> <li>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.</li> </ul>	1, 2	15	0

**Grade 11, Claim 2 – Editing (15 items)**

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>9. Editing</b></p> <ul style="list-style-type: none"> <li>Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit explanatory and argumentative texts.</li> </ul>	1	15	0



### Grade 11, Claim 3 – Listen/Interpret (15 items)

Assessment Target	DOK	Machine Scored	Short Answer
<p><b>4. Listen/Interpret</b></p> <ul style="list-style-type: none"> <li>The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.</li> <li>The student will analyze how information is presented and/or the effects of the delivery.</li> <li>The student will analyze a quality (credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence) of a presentation.</li> <li>The student will draw and/or support a conclusion based on content in a presentation.</li> <li>The student will integrate content from a presentation with material external to the presentation.</li> </ul>	1, 2, 3	15	0

### Grade 11, Claim 4 – Research: Analyze and Integrate Information (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>2. Analyze and Integrate Information</b> <ul style="list-style-type: none"> <li>The student will analyze multiple sources of information/evidence to support a presentation on a topic.</li> <li>The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.</li> </ul>	2	10	0

### Grade 11, Claim 4 – Research: Evaluate Information and Sources (10 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>3. Evaluate Information and Sources</b> <ul style="list-style-type: none"> <li>The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.</li> <li>The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.</li> </ul>	2	10	0

### Grade 11, Claim 4 – Research: Use Evidence (11 items)

Assessment Target	DOK	Machine Scored	Short Answer
<b>4. Use Evidence</b> <ul style="list-style-type: none"> <li>The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.</li> </ul>	2	12	0