

## DRAFT Alignment Study (February 2014)

### CCSS ELA Grade 11 Standards and SBAC Grade 11 Assessment Claims and Targets

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This document is a draft study of the alignment of the Grade 11 SBAC assessment claims and targets and the requirements of the Common Core State Standards for Grade 11-12 English Language Arts. The study was undertaken before SBAC's spring 2014 field test. It should be used only as guidance in determining graduation standards, checking already-identified standards for consistency with the state's 11<sup>th</sup> grade accountability assessment, or as a source of evidence-centered assessment design concepts. It is unclear how student scores will be aggregated/disaggregated when SBAC is administered in 2015, but scores will not be CCSS based.

**Methodology.** The study uses documents posted on SBAC's web site, including SBAC claims and targets, Grade 11 Achievement Level descriptors, and item specifications for each SBAC assessment target for Grade 11. The item specifications provided information about SBAC's evaluation of alignment with specific CCSS ELA standards, the required student demonstration evidence aligned with the specific SBAC assessment target, and a list of assessment items and types expected to produce that evidence. SBAC's evaluation of the alignment of assessment targets with specific CCSS standards was used initially as written. However, this draft version includes only SBAC targets that are clearly aligned with significant elements of the CCSS.

## CCSS – SBAC Alignment Summary

Reading -- Literary		Reading -- Informational	
RL.1.	CLAIM 1: T1, T2,T4,T5	RI.1.	CLAIM 1: T8, T9, T11,T12
RL.2.	CLAIM 1: T2,T4	RI.2.	CLAIM 1: T9, T12
RL.3.	CLAIM 1: T4	RI.3.	CLAIM 1: T11, T12
RL.4.	CLAIM 1: T3,T7	RI.4.	CLAIM 1: T10, T14
RL.5.	CLAIM 1: T6	RI.5.	CLAIM 1: T13
RL.6.	CLAIM 1: T6	RI.6.	CLAIM 1: T11
RL.7.	CLAIM 1: T5	RI.7.	CLAIM 1: T13
RL.8.	NA	RI.8.	NA
RL.9.	CLAIM 1: T5	RI.9.	CLAIM 1: T12
RL.10.	NOT ASSESSED	RI.10.	NOT ASSESSED

Writing	
W.1.a-d	CLAIM 2: T6, T7; CLAIM 4: T4
W.2.a-d	CLAIM 2: T3, T4
W.3.a-e	CLAIM 2: T1, T2
W.4.	Embedded in specific writing type targets
W.5.	CLAIM 2: T1, T3, T6, T8, T9
W.6.	Assessed in conjunction with writing performance tasks
W.7.	CLAIM 4: T4
W.8.	CLAIM 2: T4, T7; CLAIM 3: T3
W.9.a-b	Not specifically assessed
W.10.	Not assessed

Speaking and Listening	
SL.1.a-d	D only: CLAIM 3: T4
SL.2.	Not specifically assessed
SL.3.	CLAIM 3: T4
SL.4.	CLAIM 3: T3
SL.5.	CLAIM 3: T3
SL.6.	Not specifically assessed

Language	
L.1.	Assessed in conjunction with: W.1.a –d, W.2., W.7.
L.2.	Assessed in conjunction with: W.1. a--d, W.2., W.7.
L.3.	NOT SPECIFICALLY ASSESSED
L.4.	Assessed in conjunction with: R.L 4., R.I.4
L.5.a-b	Assessed in conjunction with: RL.4., RI.4.
L.6.	Assessed in conjunction with: RL.4., RI.4., W.1.a-d, W.2., W.3. a-e

CCSS ELA -- Reading – Literary

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>RL.1. Cite strong and thorough textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>1. Cite <b>strong</b> textual evidence to support analysis of:</p> <ul style="list-style-type: none"> <li>• what the text explicitly says</li> <li>• inferences drawn from the text</li> <li>• where the text leaves matters uncertain.</li> </ul> <p>2. Cite <b>thorough</b> textual evidence to support analysis of:</p> <ul style="list-style-type: none"> <li>• what the text explicitly says</li> <li>• inferences drawn from the text</li> <li>• where the text leaves matters uncertain.</li> </ul>	<p>CLAIM 1: T1, T2, T4, T5</p>	<p><b>RL.1 Summary:</b> Students cite relevant and sufficient textual evidence to:</p> <ol style="list-style-type: none"> <li>1. Support a given conclusion or inference.</li> <li>2. Summarize themes, central ideas, plot, and key events.</li> <li>3. Support a conclusion or inference of their own about:                             <ul style="list-style-type: none"> <li>• how point of view impacts plot development</li> <li>• how changing one element of a story would influence others</li> <li>• the author’s choices regarding character development.</li> </ul> </li> <li>4. Describe how different texts address topics/themes.</li> <li>5. Cite text features, structures or format when analyzing their impact on meaning.</li> <li>6. Evaluate the use of source material.</li> </ol> <p><b>Level 3</b> responses include <b>sufficient and relevant</b> textual evidence that <b>adequately supports</b> conclusions/inferences about texts of moderate-to-high complexity.</p> <p><b>Level 4</b> responses include <b>substantial</b> textual evidence that <b>thoroughly supports</b> conclusions/inferences about texts of unusually high complexity.</p>	<p>Primarily constructed response.</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>CLAIM 1: <b>Target 1.</b> KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts.</p>	<p>When reading literary texts, students <b>find details in the text to justify a given inference or conclusion</b> about ideas discussed in the text.</p>	<ol style="list-style-type: none"> <li>1. SR: Given a conclusion or inference made (by others) about a text, the student identifies relevant evidence in the text to support it.</li> <li>2. CR: Students justify given inferences and conclusions with details from the text.</li> <li>3. CR: Students complete a graphic organizer with supporting details from the text.</li> </ol>

<p><b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key relevant details.</p>	<p>When reading literary texts, students:</p> <ol style="list-style-type: none"> <li>1. Summarize one or more central themes or ideas in the text.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Summarize what happens in a text, <b>identifying key text elements and events in the order in which they occurred.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. CR: Students summarize a central theme using evidence from the text as support.</li> <li>2. CR: Students provide a plot summary of the text. Responses should identify the main characters and setting and describe key events from the story in chronological order without including extraneous information.</li> </ol>
<p><b>Target 4. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).</p>	<ol style="list-style-type: none"> <li>1. Students evaluate how the author develops: <ul style="list-style-type: none"> <li>• themes,</li> <li>• characters,</li> <li>• and plot</li> </ul> </li> <li>2. How the author uses: <ul style="list-style-type: none"> <li>• point of view,</li> <li>• setting,</li> <li>• and style,</li> </ul> </li> <li>3. <b>Students cite specific evidence from the text to:</b> <ul style="list-style-type: none"> <li>• <b>support inferences and conclusions about how these elements relate to each other</b></li> <li>• how the elements affect the overall meaning of the text.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3) – Students make an inference or draw a conclusion about how the author develops the theme. Response uses relevant text evidence as support.</li> <li>2. CR (DOK 3) – Students analyze how point of view impacts the development of the plot. Response uses relevant text evidence as support.</li> <li>3. CR (DOK 3) Students explain how changing one element of the story, such as the setting, would affect other elements. Response uses relevant text evidence as support.</li> <li>4. CR (DOK 3) – Students analyze the author’s choices regarding character development. Response uses relevant text evidence as support.</li> </ol>
<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.</p>	<p>When reading literary text(s), students:</p> <ol style="list-style-type: none"> <li>1. Explain connections among literary elements within a text <b>citing details from the text.</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Describe how different texts address topics/themes <b>citing details from the texts</b> as support.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. Evaluate the use of source material from multiple texts <b>citing details from the texts</b> as support.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3) - prompts students to analyze the author’s use of literary elements and explain how those elements affect other aspects of the text.</li> <li>2. CR (DOK 3) - presents a poem and an audio clip of someone (ideally the poet) reading the poem and prompts students to explain how the poetic elements of rhythm and rhyme contribute to the meaning of the poem.</li> <li>3. CR (DOK 4) - presents two narrative texts from the same time period about a similar topic or theme and prompts students to compare and contrast how the texts address the topic or theme.</li> <li>4. CR (DOK 4) - presents two poems addressing the same theme and prompts students to identify the theme and use evidence from the poems to describe the different ways each poem addresses the theme.</li> <li>5. CR (DOK 4) - presents two texts that provide different interpretations of the same story and prompts students to complete a chart showing the similarities and differences in each text.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RL.2. Determine two or more themes or central ideas</b> of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ol style="list-style-type: none"> <li>Determine at least two themes or central ideas of a text.</li> <li>Describe how the themes or central ideas develop over the course of the text.</li> <li>Describe how the themes or central ideas interact and build on one another over the course of a text.</li> <li>Provide an objective summary of the text.</li> </ol>	CLAIM 1: T2,T4	<b>RL.2. Summary:</b> When reading literary texts, students <ol style="list-style-type: none"> <li>Summarize central themes/ideas.</li> <li>Evaluate how the author develops themes</li> </ol> <b>Level 3</b> responses adequately summarize and analyze. <b>Level 4</b> responses are thorough and insightful.	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key relevant details.	When reading literary texts, students: <ol style="list-style-type: none"> <li><b>Summarize one or more central themes or ideas in the text.</b></li> </ol> OR <ol style="list-style-type: none"> <li>Summarize what happens in a text, identifying key text elements and events in the order in which they occurred.</li> </ol>	<ol style="list-style-type: none"> <li>CR: Students summarize a central theme using evidence from the text as support.</li> <li>CR: Students provide a plot summary of the text. Responses should identify the main characters and setting and describe key events from the story in chronological order without including extraneous information.</li> </ol>
<b>Target 4. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).	<ol style="list-style-type: none"> <li><b>Students evaluate how the author develops:</b> <ul style="list-style-type: none"> <li>themes,</li> <li>characters,</li> <li>and plot</li> </ul> </li> <li>How the author uses:           <ul style="list-style-type: none"> <li>point of view,</li> <li>setting,</li> <li>and style,</li> </ul> </li> <li>Students cite specific evidence from the text to:           <ul style="list-style-type: none"> <li>support their own inferences and conclusions about how these elements relate to each other</li> <li>how the elements affect the overall meaning of the text.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>CR: (DOK 3) – Students make an inference or draw a conclusion about how the author develops the theme. Response uses relevant text evidence as support.</li> <li>CR: (DOK 3) – Students analyze how point of view impacts the development of the plot. Response uses relevant text evidence as support.</li> <li>CR: (DOK 3) Students explain how changing one element of the story, such as the setting, would affect other elements. Response uses relevant text evidence as support.</li> <li>CR: (DOK 3) – Students analyze the author’s choices regarding character development. Response uses relevant text evidence as support.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RL.3. Analyze the impact of the author's choices</b> regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Analyze the author's choices regarding how to develop and relate elements of a story or drama: <ul style="list-style-type: none"> <li>Where a story is set</li> <li>How the action is ordered</li> <li>How the characters are introduced</li> <li>How the characters are developed</li> </ul>	CLAIM 1: T4	<p>RL.3. Summary:</p> <ol style="list-style-type: none"> <li>Students evaluate how the author develops: <ul style="list-style-type: none"> <li>themes</li> <li><b>characters</b></li> <li><b>plot</b></li> </ul> </li> <li>How the author uses: <ul style="list-style-type: none"> <li>point of view</li> <li><b>setting</b></li> <li>and style</li> </ul> </li> <li>Students cite specific evidence from the text to: <ul style="list-style-type: none"> <li><b>support inferences and conclusions about how these elements relate to each other</b></li> <li>how the elements affect the overall meaning of the text.</li> </ul> </li> </ol> <p><b>Level 3</b> responses illustrate adequate application of reasoning.  <b>Level 4</b> responses illustrate insightful reasoning.</p>	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<b>Target 4. REASONING &amp; EVALUATION:</b> Apply reasoning and a range of textual evidence to justify inferences or judgments made (development of universal themes, characters, and impact of point of view or discourse style [e.g., dramatic irony, humor, satire, understatement] on plot/subplot development).	<ol style="list-style-type: none"> <li>Students evaluate how the author develops: <ul style="list-style-type: none"> <li>themes</li> <li><b>characters</b></li> <li><b>plot</b></li> </ul> </li> <li>How the author uses: <ol style="list-style-type: none"> <li>point of view</li> <li><b>setting</b></li> <li>and style</li> </ol> </li> <li>Students cite specific evidence from the text to: <ul style="list-style-type: none"> <li><b>support inferences and conclusions about how these elements relate to each other</b></li> <li>how the elements affect the overall meaning of the text.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 3) – Students make an inference or draw a conclusion about how the author develops the theme. Response uses relevant text evidence as support.</li> <li>CR (DOK 3) – Students analyze how point of view impacts the development of the plot. Response uses relevant text evidence as support.</li> <li>CR (DOK 3) Students explain how changing one element of the story, such as the setting, would affect other elements. Response uses relevant text evidence as support.</li> <li>CR (DOK 3) – Students analyze the author's choices regarding character development. Response uses relevant text evidence as support.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RL.4. Determine the meaning of words and phrases</b> as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<ol style="list-style-type: none"> <li>Determine the meaning of words and phrases as they are used in the text: <ul style="list-style-type: none"> <li>Figurative</li> <li>Connotative</li> </ul> </li> <li>Analyze the impact of specific word choices on meaning and tone</li> </ol>	CLAIM 1: T3, T7	<p>RL.4. Summary: Students:</p> <ol style="list-style-type: none"> <li><b>Determine the correct precise, figurative, or connotative meaning of words with multiple meanings.</b></li> <li><b>Explain how word choice affects meaning.</b></li> </ol> <p><b>Level 3</b> students determine word meanings and adequately explain their impact. <b>Level 4</b> students thoroughly determine precise and nuanced meanings and critique their impact.</p>	<p>Selected response to determine word meanings. Constructed response to analyze impact on meaning.</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<b>Target 3. WORD MEANINGS:</b> Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools).	<p>When reading literary text, students</p> <ol style="list-style-type: none"> <li><b>Determine the meanings of words in context.</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Distinguish between the connotation and denotation of words in context.</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Determine the correct meaning of words with multiple meanings based on the context.</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Use resources (dictionary, glossary, thesaurus) to determine meanings of words.</li> </ol>	<ol style="list-style-type: none"> <li>SR: Students determine the meaning of a word within the text.</li> <li>SR: Students determine the connotation of a word used in the text.</li> <li>SR: Presents four dictionary definitions of a word from the text and prompts students to select which definition is closest to the way the word is used in the passage.</li> <li>SR: presents a thesaurus entry for a word from the text and prompts students to select an alternative word that could best replace the target word as it is used in the text.</li> </ol>
<b>Target 7. LANGUAGE USE:</b> Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.	<p>When reading literary texts students:</p> <ol style="list-style-type: none"> <li><b>Explain the figurative or implied meanings of words or phrases as they are used in a text.</b></li> <li><b>Analyze how the choice of these particular words affects meaning and tone.</b></li> </ol>	<ol style="list-style-type: none"> <li>SR (DOK 3) — prompts students to identify the most accurate explanation of a specific example of figurative language from the text.</li> <li>TE, CR (DOK 3) — prompts students to identify an example of figurative language, explain the meaning, and describe how it affects the meaning and tone of the text as a whole.</li> <li>CR (DOK 3) — prompts students to explain the implied meaning of a word or phrase and evaluate why an author most likely chose to use that particular word or phrase.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RL.5. Analyze how an author's choices concerning how to structure</b> specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<ol style="list-style-type: none"> <li>Analyze how an author's structural choices contribute to its overall structure and meaning.</li> <li>Analyze how an author's structural choices contribute to aesthetic impact.</li> </ol>	CLAIM 1: T6	<p>RL.5. Summary: When reading literary texts, students</p> <ol style="list-style-type: none"> <li><b>Analyze how the text structure (e.g. chronology, flashbacks, stanzas) affects meaning or presentation.</b></li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li><b>Analyze how genre-specific features (e.g. rhythm, rhyme, stage directions) affect meaning or presentation</b></li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>Analyze how visual effects (e.g. illustrations, graphic novels, maps) influence the reader's interpretation of a text.</li> </ol> <p><b>Level 3</b> student responses adequately analyze text structures and explain their impact on meaning/presentation. <b>Level 4</b> student responses thoroughly analyze and critique the complex impacts.</p>	Constructed response.

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 6. TEXT STRUCTURES/FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	<p>When reading literary texts, students</p> <ol style="list-style-type: none"> <li><b>Analyze how the text structure (e.g. chronology, flashbacks, stanzas) affects meaning or presentation.</b></li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li><b>Analyze how genre-specific features (e.g. rhythm, rhyme, stage directions) affect meaning or presentation</b></li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>Analyze how visual effects (e.g. illustrations, graphic novels, maps) influence the reader's interpretation of a text.</li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 3) - prompts students to analyze the author's choice in using flashback for effect.</li> <li>CR (DOK 3) – prompts students to explain how repetition affects the meaning of a poem.</li> <li>CR (DOK 3) – prompts students to explain how a poetic element affects the meaning of a poem.</li> <li>CR (DOK 4) – provides two texts from different literary genres that tell the same story. Prompts students to explain how the differences of each genre impact the meaning and presentation.</li> <li>CR (DOK 3) - prompts students to explain how illustrations in a graphic novel affect the reader's understanding of the text.</li> </ol>

<b>RL.6.</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	NOT ASSESSED
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CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RL.7. Analyze multiple interpretations</b> of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<ol style="list-style-type: none"> <li>Analyze multiple interpretations of a story.</li> <li>Evaluate how each version interprets the source text.</li> </ol>	CLAIM 1: T5 (partial alignment depending on the item.)	<p>RL.7. Summary</p> <p>When reading literary text(s), students:</p> <ol style="list-style-type: none"> <li>Explain connections among literary elements within a text citing details from the text.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Describe how different texts address topics/themes citing details from the texts as support.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Evaluate the use of source material from multiple texts</b> citing details from the texts as support.</li> </ol> <p><b>Level 3</b> student responses adequately analyze interrelationships (moderate to high text complexity).  <b>Level 4</b> student responses provide a thorough and insightful analysis of interrelationships (texts of unusually high complexity).</p>	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.	<p>When reading literary text(s), students:</p> <ol style="list-style-type: none"> <li>Explain connections among literary elements within a text citing details from the text.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Describe how different texts address topics/themes citing details from the texts as support.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Evaluate the use of source material from multiple texts</b> citing details from the texts as support.</li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 3) - prompts students to analyze the author’s use of literary elements and explain how those elements affect other aspects of the text.</li> <li>CR (DOK 3) - presents a poem and an audio clip of someone (ideally the poet) reading the poem and prompts students to explain how the poetic elements of rhythm and rhyme contribute to the meaning of the poem.</li> <li>CR (DOK 4) - presents two narrative texts from the same time period about a similar topic or theme and prompts students to compare and contrast how the texts address the topic or theme.</li> <li>CR (DOK 4) - presents two poems addressing the same theme and prompts students to identify the theme and use evidence from the poems to describe the different ways each poem addresses the theme.</li> <li><b>CR (DOK 4) - presents two texts that provide different interpretations of the same story and prompts students to complete a chart showing the similarities and differences in each text.</b></li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RL.9. Demonstrate knowledge</b> of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<ol style="list-style-type: none"> <li>Demonstrate knowledge of foundational works of American literature: <ul style="list-style-type: none"> <li>18<sup>th</sup></li> <li>19<sup>th</sup></li> <li>Early 20<sup>th</sup> centuries</li> </ul> </li> <li><b>Explain how two or more texts from the same period treat similar themes or topics.</b></li> </ol>	CLAIM 1: T5 (partial alignment)	<p>RL.9. Summary</p> <p>When reading literary text(s), students:</p> <ol style="list-style-type: none"> <li>Explain connections among literary elements within a text citing details from the text.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Describe how different texts address topics/themes citing details from the texts as support.</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Evaluate the use of source material from multiple texts citing details from the texts as support.</li> </ol> <p><b>Level 3</b> responses adequately analyze how different texts address topics of themes (moderate-to-high text complexity).</p> <p><b>Level 4</b> responses include a thorough and insightful analysis of how different texts address themes or topics (unusually high text complexity).</p>	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements within a text or how different texts address topics, themes, or use of source material.	<p>When reading literary text(s), students:</p> <ol style="list-style-type: none"> <li>Explain connections among literary elements within a text citing details from the text.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Describe how different texts address topics/themes citing details from the texts as support.</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Evaluate the use of source material from multiple texts citing details from the texts as support.</li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 3) - prompts students to analyze the author’s use of literary elements and explain how those elements affect other aspects of the text.</li> <li>CR (DOK 3) - presents a poem and an audio clip of someone (ideally the poet) reading the poem and prompts students to explain how the poetic elements of rhythm and rhyme contribute to the meaning of the poem.</li> <li><b>CR (DOK 4) - presents two narrative texts from the same time period about a similar topic or theme and prompts students to compare and contrast how the texts address the topic or theme.</b></li> <li>CR (DOK 4) - presents two poems addressing the same theme and prompts students to identify the theme and use evidence from the poems to describe the different ways each poem addresses the theme.</li> <li>CR (DOK 4) - presents two texts that provide different interpretations of the same story and prompts students to complete a chart showing the similarities and differences in each text.</li> </ol>
<b>RL.10. By the end of grade 11, read and comprehend literature</b> , including stories, dramas, and poems, in the grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.		NOT SPECIFICALLY ASSESSED

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>RI.1. Cite strong and thorough textual evidence</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ol style="list-style-type: none"> <li>1. Cite <b>strong</b> textual evidence to support analysis of:                             <ul style="list-style-type: none"> <li>• what the text explicitly says</li> <li>• inferences drawn from the text</li> <li>• where the text leaves matters uncertain.</li> </ul> </li> <li>2. Cite <b>thorough</b> textual evidence to support analysis of:                             <ul style="list-style-type: none"> <li>• what the text explicitly says</li> <li>• inferences drawn from the text</li> <li>• where the text leaves matters uncertain.</li> </ul> </li> </ol>	<p>CLAIM 1: T8, T9, T11, T12</p>	<p><b>RI.1 Summary:</b> Students cite relevant and sufficient textual evidence to:</p> <ol style="list-style-type: none"> <li>1. Support a given conclusion or inference.</li> <li>2. Summarize central ideas/topics, events or steps</li> <li>3. Support conclusions/inferences of their own regarding:                             <ul style="list-style-type: none"> <li>• Clarity and logic of the author’s argument</li> <li>• The author’s point of view or purpose</li> <li>• How the author uses evidence and reasoning to support claims</li> </ul> </li> <li>4. Describe similarities and differences in two or more texts on the same topic.</li> </ol> <p><b>Level 3</b> responses include sufficient and relevant textual evidence that adequately supports conclusions/inferences about texts of moderate-to-high complexity.</p> <p><b>Level 4</b> responses include substantial textual evidence that thoroughly supports conclusions/inferences about texts of unusually high complexity.</p>	<p>Primarily constructed response.</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 8. KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts.	When reading informational texts, <b>students cite details</b> from the text to justify a given inference or conclusion about ideas discussed in the text.	<ol style="list-style-type: none"> <li>1. SR, TE (DOK 2) - prompts students to locate details in the text that support a given inference or conclusion.</li> <li>2. CR (DOK 2) – prompts students to justify given inferences and conclusions with details from the text.</li> </ol>
Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.	<p>When reading informational or argumentative texts, students</p> <ol style="list-style-type: none"> <li>1. Summarize the text by identifying: <ul style="list-style-type: none"> <li>• central ideas/topics</li> <li>• key events,</li> <li>• or procedural steps in chronological order</li> </ul> </li> <li>2. <b>Citing relevant supporting details</b> without extraneous information.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 2) - prompts students to identify key events in chronological order by completing a timeline.</li> <li>2. CR (DOK 2) - provides a procedural text in prose format and prompts students to identify and explain key steps in the correct sequence.</li> <li>3. CR (DOK 2) - provides an informational text and prompts students to write a summary identifying the central ideas or topics, describing any key events or steps in chronological order, and citing relevant supporting details.</li> <li>4. CR (DOK 2) - provides an argumentative text and prompts students to write a summary identifying the claim and citing the primary reasons and key evidence used to support the claim.</li> </ol>
Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify analyses of author’s presentation of information (author’s line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).	<p>When reading informational texts, students</p> <ol style="list-style-type: none"> <li>1. Analyze the clarity, logic, and sequencing of an author’s argument, <b>citing specific details</b> from the text</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Analyze the author’s point of view/purpose using <b>details from the text</b> as support</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. Analyze how the author develops and links complex ideas using <b>details from the text</b> as support</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>4. Evaluate how the author uses evidence and reasoning to support claims.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3) – prompts students to justify inferences about the author’s logic, citing relevant details from the text as support.</li> <li>2. CR (DOK 3) – prompts students to analyze how the author’s point(s) of view and purpose influence the text, citing relevant details from the text as support.</li> <li>3. CR (DOK 3) – prompts students to complete a graphic organizer that represents how key details in the text impact the text as a whole.</li> <li>4. CR (DOK 3) – prompts students to describe key claims, identify evidence used to support the claims, and explain whether or not the evidence adequately justifies the claims.</li> </ol>
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events or in development.	<p>When reading one or more informational or argumentative texts, students:</p> <ol style="list-style-type: none"> <li>1. Trace the development of the ideas or arguments and how those ideas and arguments are integrated into the text as a whole</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. When presented with two or more texts on similar topics, students establish areas of commonalities and differences <b>by citing specific evidence from the texts.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3)– prompts students to analyze how an author develops topics and ideas over the course of a complex text and integrates details that interact to support the topic and purpose.</li> <li>2. CR (DOK 3)– prompts students to analyze how an author uses logical reasoning and evidence to explain and support an argument.</li> <li>3. CR (DOK 4) – provides two texts addressing the same topic and prompts students to explain relationships among ideas and themes within or between texts.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RI.2. Determine two or more central ideas</b> of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<ol style="list-style-type: none"> <li>Determine two or more central ideas of a text.</li> <li>Analyze the development of each central idea over the course of the text.</li> <li>Explain how the central ideas interact and build on one another.</li> <li>Summarize the text objectively.</li> </ol>	CLAIM 1: T9, T12	RI.2. Summary: When reading information or argumentative texts, students: <ol style="list-style-type: none"> <li><b>Summarize central ideas</b>, and key events or procedures in chronological order.</li> <li><b>Trace the development of key ideas</b> across a text.</li> <li>Explain similarities and difference in ideas/topics in two texts.</li> </ol> <b>Level 3</b> students adequately summarize and explain development and connections. <b>Level 4</b> students thoroughly summarize and analyze.	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 9. CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.	When reading informational or argumentative texts, students <ol style="list-style-type: none"> <li><b>Summarize the text by identifying:</b> <ul style="list-style-type: none"> <li><b>central ideas/topics</b></li> <li>key events,</li> <li>or procedural steps in chronological order</li> </ul> </li> <li>Citing relevant supporting details without extraneous information.</li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 2) - prompts students to identify key events in chronological order by completing a timeline.</li> <li>CR (DOK 2) - provides a procedural text in prose format and prompts students to identify and explain key steps in the correct sequence.</li> <li>CR (DOK 2) - provides an informational text and prompts students to write a summary identifying the central ideas or topics, describing any key events or steps in chronological order, and citing relevant supporting details.</li> <li>CR (DOK 2) - provides an argumentative text and prompts students to write a summary identifying the claim and citing the primary reasons and key evidence used to support the claim.</li> </ol>
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events or in development.	When reading one or more informational or argumentative texts, students: <ol style="list-style-type: none"> <li><b>Trace the development of the ideas</b> or arguments and how those ideas and arguments are integrated into the text as a whole</li> </ol> OR <ol style="list-style-type: none"> <li>When presented with two or more texts on similar topics, students establish areas of commonalities and differences by citing specific evidence from the texts.</li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 3)– prompts students to analyze how an author develops topics and ideas over the course of a complex text and integrates details that interact to support the topic and purpose.</li> <li>CR (DOK 3)– prompts students to analyze how an author uses logical reasoning and evidence to explain and support an argument.</li> <li>CR (DOK 4) – provides two texts addressing the same topic and prompts students to explain relationships among ideas and themes within or between texts.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RI.3. Analyze a complex set of ideas or sequence of events</b> and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<ol style="list-style-type: none"> <li>1. Explain how specific individuals, ideas, or events develop over the course of a text.</li> <li>2. Explain how specific individuals, ideas, or events interact over the course of a text.</li> </ol>	CLAIM 1: T11, T12	RI.3. Summary <ol style="list-style-type: none"> <li><b>1. Analyze how the author develops and links complex ideas using details from the text as support.</b></li> <li><b>2. Trace the development of the ideas or arguments and how those ideas and arguments are integrated into the text as a whole</b></li> </ol> <b>Level 3</b> responses apply reasoning and adequate textual evidence to justify analyses of complex ideas in texts of moderate-to-high complexity. <b>Level 4</b> responses apply insightful reasoning and a thorough range of textual evidence to justify analyses of complex ideas in texts of unusually high complexity.	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 11. REASONING & EVALUATION: Apply reasoning and a range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).	When reading informational texts, students <ol style="list-style-type: none"> <li>1. Analyze the clarity, logic, and sequencing of an author's argument, citing specific details from the text</li> </ol> OR <ol style="list-style-type: none"> <li>2. Analyze the author's point of view/purpose using details from the text as support</li> </ol> OR <ol style="list-style-type: none"> <li><b>3. Analyze how the author develops and links complex ideas using details from the text as support</b></li> </ol> OR <ol style="list-style-type: none"> <li>4. Evaluate how the author uses evidence and reasoning to support claims.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3) – prompts students to justify inferences about the author's logic, citing relevant details from the text as support.</li> <li>2. CR (DOK 3) – prompts students to analyze how the author's point(s) of view and purpose influence the text, citing relevant details from the text as support.</li> <li>3. CR (DOK 3) – prompts students to complete a graphic organizer that represents how key details in the text impact the text as a whole.</li> <li>4. CR (DOK 3) – prompts students to describe key claims, identify evidence used to support the claims, and explain whether or not the evidence adequately justifies the claims.</li> </ol>
Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events or in development.	When reading one or more informational or argumentative texts, students: <ol style="list-style-type: none"> <li><b>1. Trace the development of the ideas or arguments and how those ideas and arguments are integrated into the text as a whole</b></li> </ol> OR <ol style="list-style-type: none"> <li>2. When presented with two or more texts on similar topics, students establish areas of commonalities and differences by citing specific evidence from the texts.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3)– prompts students to analyze how an author develops topics and ideas over the course of a complex text and integrates details that interact to support the topic and purpose.</li> <li>2. CR (DOK 3)– prompts students to analyze how an author uses logical reasoning and evidence to explain and support an argument.</li> <li>3. CR (DOK 4) – provides two texts addressing the same topic and prompts students to explain relationships among ideas and themes within or between texts.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RI.4. Determine the meaning of words and phrases</b> as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	<ol style="list-style-type: none"> <li>Determine the meaning of words and phrases used in a text: <ul style="list-style-type: none"> <li>Figurative</li> <li>Connotative</li> <li>Technical</li> </ul> </li> <li>Analyze how an author uses and refines the meaning of a key term over the course of the text.</li> </ol>	CLAIM 1: T10, T14	<p>RI.4 Summary: Students:</p> <ul style="list-style-type: none"> <li><b>Determine the meanings of words in context.</b></li> <li><b>When reading informational or argumentative text, analyze how an author’s word choice impacts meaning and tone.</b></li> </ul> <p><b>Level 3</b> students determine intended or precise meanings of words and explain their impact on overall meaning. <b>Level 4</b> students thoroughly determine meanings and provide a thorough analysis of impact.</p>	Selected response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 10 WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific/technical (tier 3) terms, distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words) based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools).	<p>When reading informational texts, students</p> <ol style="list-style-type: none"> <li><b>Determine the meanings of words in context</b> using various methods, such as context clues, patterns, relationships, etymology, etc.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Distinguish between the connotation and denotation</b> of words in context</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Determine the correct meaning of words with multiple meanings based on the context</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Use resources (dictionary, glossary, thesaurus) to determine meanings of words.</li> </ol>	<ol style="list-style-type: none"> <li>SR (DOK 2) - prompts students to determine the meaning of a word within the text.</li> <li>SR (DOK 2) - prompts students to determine the connotation of a word used in the text.</li> <li>SR (DOK 2) - provides four definitions of a word from the text and prompts students to select which definition is closest to the way the word is used in the passage.</li> <li>SR (DOK 2) - provides a thesaurus entry for a word from the text and prompts students to select an alternative word that could best replace the target word as it is used in the text.</li> </ol>
Target 14. LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.	<p>When reading informational or argumentative texts, students:</p> <ul style="list-style-type: none"> <li><b>Analyze the figurative or implied meanings</b> of words or phrases as they are used in a text</li> <li><b>Analyze how the choice of these particular words affects meaning and tone.</b></li> </ul>	<ol style="list-style-type: none"> <li>CR (DOK 3) — prompts students to identify an example of figurative language, explain the meaning, and describe how it affects meaning and tone.</li> <li>CR (DOK 3) — prompts students to explain the meaning of a figurative word or phrase and evaluate why an author most likely chose to use that particular word or phrase.</li> <li>CR (DOK 3) — prompts students to explain how a particular figurative word or phrase supports the persuasive purpose of an argumentative text.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>RI.5. Analyze and evaluate the effectiveness of the structure</b> an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Evaluate the effectiveness of the structure an author uses in exposition or argument, including whether the structure: <ul style="list-style-type: none"> <li>• Makes points clear</li> <li>• Is convincing</li> <li>• Is engaging</li> </ul>	CLAIM 1: T13	<p>RL.5. Summary</p> <p>When reading an informational or argumentative text, students:</p> <ol style="list-style-type: none"> <li>1. Analyze text structures, formats, or genre features in order to integrate information within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Analyze how text structures</b>, formats, or genre features <b>affect meaning and presentation</b> within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. <b>Evaluate the effectiveness of text structures, formats, or genre features within and across texts.</b></li> </ol> <p><b>Level 3</b> responses adequately relate text structures and analyze their impact on meaning in moderate-to-high complexity texts.</p> <p><b>Level 4</b> responses provide thorough evaluation of the effectiveness of text structures and impact on meaning in texts of unusually high complexity.</p>	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.	<p>When reading an informational or argumentative text, students:</p> <ol style="list-style-type: none"> <li>1. Analyze text structures, formats, or genre features in order to integrate information within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Analyze how text structures</b>, formats, or genre features <b>affect meaning and presentation</b> within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. <b>Evaluate the effectiveness of text structures, formats, or genre features within and across texts.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3) – prompts students to explain how a text’s structure integrates diverse information to create a broader understanding of a topic.</li> <li>2. CR (DOK 3) – prompts students to analyze the author’s choice in formatting specific sections of a text for effect.</li> <li>3. CR (DOK 3) – prompts students to explain the purpose of specific genre features.</li> <li>4. CR (DOK 4) – provides an argumentative text and an informational text addressing the same topic and prompts students to evaluate how the different genres and/or purposes impact the presentation of the topic.</li> <li>5. CR (DOK 3) – prompts students to analyze the effectiveness of text structure in making clear, convincing arguments.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>RI.6. Determine an author's point of view or purpose</b> in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ol style="list-style-type: none"> <li>Determine an author's point of view or purpose in a text with effective rhetoric.</li> <li>Analyze how style and content contribute to the effectiveness of the text.</li> </ol>	CLAIM 1: T11	<p>RI.6. Summary When reading informational texts, students:</p> <ol style="list-style-type: none"> <li>Analyze the clarity, logic, and sequencing of an author's argument, citing specific details from the text</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Analyze the author's point of view/purpose using details from the text as support</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Analyze how the author develops and links complex ideas</b> using details from the text as support</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Evaluate how the author uses evidence and reasoning to support claims.</li> </ol> <p><b>Level 3</b> responses apply reasoning and adequate range of textual evidence to analyze in texts of moderate-to-high complexity. <b>Level 4</b> responses apply insightful reasoning and a thorough range of textual evidence in texts of unusually high complexity.</p>	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 11. REASONING &amp; EVALUATION: Apply reasoning and a range of textual evidence to justify analyses of author's presentation of information (author's line of reasoning; point of view/purpose; relevance of evidence or elaboration to support claims; and development or connections among complex concepts/ideas).</p>	<p>When reading informational texts, students</p> <ol style="list-style-type: none"> <li>Analyze the clarity, logic, and sequencing of an author's argument, citing specific details from the text</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Analyze the author's point of view/purpose using details from the text as support</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li><b>Analyze how the author develops and links complex ideas</b> using details from the text as support</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>Evaluate how the author uses evidence and reasoning to support claims.</li> </ol>	<ol style="list-style-type: none"> <li>CR (DOK 3) – prompts students to justify inferences about the author's logic, citing relevant details from the text as support.</li> <li>CR (DOK 3) – prompts students to analyze how the author's point(s) of view and purpose influence the text, citing relevant details from the text as support.</li> <li>CR (DOK 3) – prompts students to complete a graphic organizer that represents how key details in the text impact the text as a whole.</li> <li>CR (DOK 3) – prompts students to describe key claims, identify evidence used to support the claims, and explain whether or not the evidence adequately justifies the claims.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>RI.7. Integrate and evaluate multiple sources of information</b> presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ol style="list-style-type: none"> <li>1. Integrate multiple sources of information presented in different media or formats to address a question or solve a problem.</li> <li>2. Evaluate multiple sources of information presented in different media and formats.</li> </ol>	CLAIM 1: T13	<p>RI.7 Summary: When reading an informational or argumentative text, students:</p> <ol style="list-style-type: none"> <li>1. <b>Analyze</b> text structures, <b>formats</b>, or genre features in order <b>to integrate information</b> within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Analyze</b> how text structures, <b>formats</b>, or genre features <b>affect meaning</b> and presentation within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. <b>Evaluate the effectiveness</b> of text structures, <b>formats</b>, or genre features within and across texts.</li> </ol> <p><b>Level 3</b> responses adequately relate text structures and analyze their impact on meaning in moderate-to-high complexity texts.</p> <p><b>Level 4</b> responses provide thorough evaluation of the effectiveness of text structures and impact on meaning in texts of unusually high complexity.</p>	Constructed response

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 13. TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or formats or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.</p>	<p>When reading an informational or argumentative text, students:</p> <ol style="list-style-type: none"> <li>1. <b>Analyze</b> text structures, <b>formats</b>, or genre features in order <b>to integrate information</b> within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Analyze</b> how text structures, <b>formats</b>, or genre features <b>affect meaning</b> and presentation within and across texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. <b>Evaluate the effectiveness</b> of text structures, <b>formats</b>, or genre features within and across texts.</li> </ol>	<ol style="list-style-type: none"> <li>1. CR (DOK 3) – prompts students to explain how a text’s structure integrates diverse information to create a broader understanding of a topic.</li> <li>2. CR (DOK 3) – prompts students to analyze the author’s choice in formatting specific sections of a text for effect.</li> <li>3. CR (DOK 3) – prompts students to explain the purpose of specific genre features.</li> <li>4. CR (DOK 4) – provides an argumentative text and an informational text addressing the same topic and prompts students to evaluate how the different genres and/or purposes impact the presentation of the topic.</li> <li>5. CR (DOK 3) – prompts students to analyze the effectiveness of text structure in making clear, convincing arguments.</li> </ol>

<p><b>RI.8. Delineate and evaluate the reasoning in seminal U.S. texts</b>, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p>	<p>NOT ASSESSED</p>	
<p><b>RI.9. Analyze</b> seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their <b>themes, purposes, and rhetorical features</b>.</p>	<p>Analyze foundational U.S. documents for their:</p> <ul style="list-style-type: none"> <li>• Themes</li> <li>• Purposes</li> <li>• Rhetorical features</li> </ul>	<p>NOTE ON ALIGNMENT:  A student’s ability to analyze themes, purposes and rhetorical features is assessed with <b>CLAIM 1: T11, T12</b>.  The specific content which is the focus of this standard is <b>not assessed</b>.</p>
<p><b>RI.10. By the end of grade 11, read and comprehend literary nonfiction</b> in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>NOT SPECIFICALLY ASSESSED</p>	

CCSS ELA GRADE 11-12 -- Writing

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p>W.1. a-d <b>Write arguments to support claims</b> in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Write arguments to support claims that use:</p> <ul style="list-style-type: none"> <li>• valid reasoning</li> <li>• relevant and sufficient evidence</li> </ul>	<p>CLAIM 2: T6, T7 (Only CR and PT tasks require students to <b>write</b>.)</p>	<p>W.1.a-d Summary:</p> <ol style="list-style-type: none"> <li>1. Compose <b>short argumentative</b> texts that:               <ul style="list-style-type: none"> <li>• establish a clear claim,</li> <li>• support the claim by citing evidence from sources,</li> <li>• organize ideas and evidence logically to maintain focus</li> <li>• use appropriate transitions and vocabulary</li> <li>• provide a conclusion that is appropriate to purpose and audience.</li> </ul> </li> <li>2. <b>Compose a full argumentative</b> essay on a given topic or text which includes:               <ul style="list-style-type: none"> <li>• a well-reasoned, well-supported thesis</li> <li>• a consistent focus throughout</li> <li>• Logical organization</li> <li>• An appropriate conclusion</li> <li>• precise language</li> <li>• and a formal style appropriate to purpose and audience</li> <li>• command of grade-appropriate standard English conventions.</li> </ul> <p><b>Level 3</b> students apply a variety of strategies when writing or revising and use relevant supporting evidence to develop precise claims.</p> <p><b>Level 4</b> students apply effective strategies, strategically organize persuasive supporting evidence, and use precise and vivid language.</p> </li> </ol>	<p>SR – Select statements to support a given claim. CR – Rewrite given paragraphs PT – Write an argumentative essay using multiple texts and sources provided in the task.</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p><b>Target 6. WRITE/REVISE BRIEF TEXTS:</b> Apply a variety of strategies when writing or 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 counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).</p> <p><b>CLAIM 4: Target 4. USE EVIDENCE:</b> Generate a claim or a main idea and cite evidence to support arguments or conjectures.</p>	<p>When writing or revising short argumentative texts, students:</p> <ol style="list-style-type: none"> <li>1. make changes to improve clarity of: <ul style="list-style-type: none"> <li>• claims</li> <li>• supporting evidence</li> <li>• logical presentation of ideas and evidence</li> <li>• focus</li> <li>• cohesive transitions</li> <li>• conclusion</li> </ul> </li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>compose short argumentative texts that:</b> <ul style="list-style-type: none"> <li>• <b>establish a clear claim</b></li> <li>• <b>support the claim by citing evidence from sources</b></li> <li>• <b>organize ideas and evidence logically to maintain focus</b></li> <li>• <b>use appropriate transitions and vocabulary</b></li> <li>• <b>provide a conclusion that is appropriate to purpose and audience.</b></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 2) – provides an argumentative paragraph that lacks supporting evidence and prompts students to select evidence statements that could best be used to support the argument.</li> <li>2. SR (DOK 2) – provides an argumentative paragraph that is incomplete and prompts students to select an additional sentence that most logically maintains the focus of the argument.</li> <li>3. TE (DOK 2) – provides a disorganized paragraph from an argumentative essay and prompts students to rearrange the sentences for logic and clarity.</li> <li>4. CR (DOK 2) – provides the first paragraph of an argumentative text that lacks a clear claim and prompts students to rewrite the paragraph to make the claim clear.</li> <li>5. CR (DOK 2) – provides an argumentative paragraph that lacks a conclusion and prompts students to write a conclusion appropriate to purpose and audience.</li> <li>6. CR (DOK 3) – prompts students to write a two-paragraph argument after reading a brief text or texts giving multiple opinions on a topic.</li> </ol>
<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Read and conduct research to investigate a given topic, using a variety of credible sources to collect relevant evidence.</li> <li>2. <b>Students compose a full informational/ explanatory essay on a given topic or text which includes:</b> <ul style="list-style-type: none"> <li>• <b>a well-reasoned, well-supported thesis</b></li> <li>• <b>a consistent focus throughout</b></li> <li>• <b>Logical organization</b></li> <li>• <b>An appropriate conclusion</b></li> <li>• <b>precise language</b></li> <li>• <b>a formal style appropriate to purpose and audience</b></li> <li>• <b>command of grade-appropriate standard English conventions.</b></li> </ul> </li> <li>3. Revise and edit their work for clarity and accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. PT (DOK 4) – provides multiple texts and/or various multimedia sources as research material and prompts students to answer at least three research questions and to write an argumentative essay on a given topic. In their writing, students establish a claim about the topic and support their claim with evidence from the various sources.</li> <li>2. PT (DOK 4) – provides multiple texts and/or various multimedia sources presenting opposing viewpoints on a particular issue and two or more research sources containing statistical information (some in the form of graphs or charts) related to the issue dealt with by the texts. Students analyze all of the sources, determine which view they support, answer at least three questions about the research, and compose a full-length argumentative essay in support of that view. In their writing, students clearly state their claims and use logical reasoning and evidence from the sources to support their claims.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>W.2. a-d. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through:</p> <ul style="list-style-type: none"> <li>• Effective selection of content</li> <li>• Organization of content</li> <li>• Analysis of content</li> </ul> <p>AND a.</p> <ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• organize ideas, concepts and information builds to create a unified whole</li> <li>• aid comprehension through use of: <ul style="list-style-type: none"> <li>• formatting</li> <li>• graphics</li> <li>• multimedia</li> </ul> </li> </ul> <p>b. Develop the topic thoroughly by selecting information appropriate to the audience’s knowledge of the topic:</p> <ul style="list-style-type: none"> <li>• the most significant and relevant facts</li> <li>• extended definitions</li> <li>• concrete details</li> <li>• quotations</li> </ul> <p>c. Use appropriate and varied transitions and syntax to:</p> <ul style="list-style-type: none"> <li>• link the major sections of the text,</li> <li>• create cohesion,</li> <li>• and clarify the relationships among complex ideas and concepts.</li> </ul> <p>d. Manage the complexity of the topic by using:</p> <ul style="list-style-type: none"> <li>• precise language</li> <li>• domain-specific vocabulary</li> <li>• techniques such as metaphor, simile, and analogy.</li> </ul> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>CLAIM 2: T3, T4</p>	<ol style="list-style-type: none"> <li>1. Students compose <b>short</b> informational texts that: <ul style="list-style-type: none"> <li>• establish a clear thesis or introduce a topic,</li> <li>• provide details and examples to develop the topic,</li> <li>• organize ideas and information logically to maintain focus,</li> <li>• use appropriate transitions and vocabulary,</li> <li>• provide a conclusion that is appropriate to purpose and audience.</li> </ul> </li> <li>2. Students compose a <b>full</b> informational/ explanatory essay on a given topic or text which includes: <ul style="list-style-type: none"> <li>• a well-reasoned, well-supported thesis,</li> <li>• a consistent focus throughout.</li> <li>• Logical organization</li> <li>• An appropriate conclusion.</li> <li>• precise language</li> <li>• and a formal style appropriate to purpose and audience,</li> <li>• command of grade-appropriate standard English conventions.</li> </ul> <p><b>Level 3</b> responses are well-developed, with attention to purpose and audience and coherent organization of complex ideas.</p> <p><b>Level 4</b> responses are strategically developed, use precise and vivid language, and critically assess and synthesize supporting evidence.</p> </li> </ol>	<p>Primarily CR – re-writing, completing, or writing brief text. PT – Write a full essay using provided sources.</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/ tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.</p>	<p>When writing or revising <b>short</b> informational texts, students</p> <ol style="list-style-type: none"> <li>1. Make changes to improve clarity of topics, use of details and examples, and organizational structures (logical presentation of ideas, clearly maintained focus, cohesive transitions, and a conclusion)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Compose short informational texts</b> that: <ul style="list-style-type: none"> <li>• <b>establish a clear thesis or introduce a topic</b></li> <li>• <b>provide details and examples to develop the topic,</b></li> <li>• <b>organize ideas and information logically to maintain focus,</b></li> <li>• <b>use appropriate transitions and vocabulary</b></li> <li>• <b>provide a conclusion that is appropriate to purpose and audience.</b></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 2) – provides a brief informational text that contain extraneous details and prompts students to select which details should be removed.</li> <li>2. CR (DOK 2) – provides a brief informational text that contain extraneous details and prompts students to select which details should be removed and explain why.</li> <li>3. TE (DOK 2) – provides an informational paragraph and prompts students to select an additional sentence that should be added and determine the most logical location for the sentence.</li> <li>4. TE (DOK 2) – provides a disorganized paragraph from an informational essay and prompts students to rearrange the sentences for logic and clarity.</li> <li>5. CR (DOK 2) – provides the first paragraph of an informational text that lacks a clear topic and prompts students to rewrite the paragraph to clarify the topic.</li> <li>6. CR (DOK 2) – provides two informational paragraphs that lack a conclusion and prompts students to write a conclusion appropriate to purpose and audience.</li> <li>7. CR (DOK 3) – prompts students to write two paragraphs on an informational topic. Responses must state the topic, be well-organized, include examples and supporting details, and include an appropriate conclusion.</li> </ol>
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Read and conduct research to investigate a given topic, using a variety of credible sources to collect relevant evidence.</li> <li>2. Students compose a <b>full informational/ explanatory essay</b> on a given topic or text which includes: <ul style="list-style-type: none"> <li>• a well-reasoned, well-supported thesis</li> <li>• a consistent focus throughout</li> <li>• Logical organization</li> <li>• An appropriate conclusion</li> <li>• precise language</li> <li>• a formal style appropriate to purpose and audience</li> <li>• command of grade-appropriate standard English conventions.</li> </ul> </li> <li>3. Revise and edit their work for clarity and accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. PT (DOK 4) – provides multiple texts and/or various multimedia sources as research material and prompts students to answer at least three research questions and to write an informational/explanatory essay on a given topic. In their writing, students make connections among the ideas presented in the various sources, analyze their similarities and differences, and support the analysis with details from the sources.</li> <li>2. PT (DOK 4) – provides multiple texts and/or various multimedia sources presenting opposing viewpoints on a particular issue and one or more research sources containing statistical information (some in the form of graphs or charts) related to the issue dealt with by the texts. Students evaluate and synthesize all of the sources and compose a full-length essay that treats the issue in a purely informational, objective manner.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>W.3. a-e. Write narratives</b> to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>Write narratives about real or imagined experiences or events using:</p> <ul style="list-style-type: none"> <li>• Effective technique</li> <li>• Well-chosen details</li> <li>• Well-structured event sequences</li> </ul> <p>AND a.</p> <ol style="list-style-type: none"> <li>1. Engage and orient the reader by: <ul style="list-style-type: none"> <li>• setting out a problem, situation, or observation</li> <li>• Describing its significance,</li> <li>• establishing one or more point(s) of view,</li> <li>• introducing a narrator and/or characters;</li> </ul> </li> <li>2. Create a smooth progression of experiences or events. <ul style="list-style-type: none"> <li>• b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>• c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>• d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul> </li> </ol>	<p>CLAIM 2: T1, T2 (unclear if students will be required to write a full narrative text).</p>	<ol style="list-style-type: none"> <li>1. Students compose short narrative texts containing appropriate organizational structures (beginning/ending, complication, flashback, etc.)</li> <li>2. Students use techniques such as dialogue, description, pacing, and point of view to establish a setting or dramatic situation, outline a character, or fully develop the action in a narrative text.</li> <li>3. When writing or revising texts, students use language, style, and vocabulary appropriate for the purpose and audience.</li> </ol> <p><b>Level 3</b> students adequately apply narrative strategies, organize coherently, and use relevant details and precise language.</p> <p><b>Level 4</b> students thoroughly apply effective strategies using vivid details.</p>	<p>CR – revise, re-write, write brief text PT – Unclear if a performance task requiring full text narrative writing will be included.</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).</p>	<p>When writing or revising <b>short narrative texts</b>, students</p> <ol style="list-style-type: none"> <li>1. Make changes to improve organizational structures (beginning/ending, complication, flashback, etc.) of narrative texts</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Compose short narrative texts containing appropriate organizational structures (beginning/ending, complication, flashback, etc.)</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. Make changes to improve the use of techniques such as dialogue, description, pacing, and point of view to establish a setting or dramatic situation, outline a character, or fully develop the action in a narrative text</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>4. <b>Use techniques such as dialogue, description, pacing, and point of view to establish a setting or dramatic situation, outline a character, or fully develop the action in a narrative text.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 2) – prompts students to identify which of four reproduced sentences should be deleted from a text because the sentence is irrelevant to or disruptive of the overall sequence of actions.</li> <li>2. CR (DOK 3) – provides a disorganized paragraph and prompts students to rewrite the paragraph to make it less confusing. Model 1c: TE (DOK 2) – prompts students to revise a paragraph by rearranging the sentences into logical order.</li> <li>3. CR (DOK 3) – prompts students to write two paragraphs of narrative text about a given situation.</li> <li>4. SR (DOK 2) – prompts students to select the best way to revise a sentence to maintain a consistent point of view with the rest of a text.</li> <li>5. CR (DOK 2) – provides one paragraph of narrative text that summarizes an interaction between two characters but contains no dialogue. Prompts students to rewrite the text using significant dialogue in order to increase the dramatic effect.</li> <li>6. CR (DOK 3) – prompts students to use vivid details to write a one-paragraph description of a real or imagined character or setting.</li> <li>7. In order to demonstrate the ability to revise a short literary text, students choose the best way to revise a particular portion of the text with the goal of improving the quality of the descriptions.</li> </ol>
<p>Target 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative strategies (dialogue, description), structures, appropriate transitional strategies for coherence, and authors’ craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>	<p>NO ITEM EXAMPLES OR EVIDENCE FOUND FOR THIS TARGET.</p>	

<p><b>W.4. Produce clear and coherent writing</b> in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>EXPECTATIONS ARE EMBEDDED IN SPECIFIC WRITING TARGETS.</p>
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CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>W.5. Develop and strengthen writing as needed</b> by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3.)</p>	<p>Develop and strengthen writing as needed by:</p> <ul style="list-style-type: none"> <li>planning, <b>revising, editing, rewriting</b>, or trying a new approach,</li> <li>focusing on what is most significant for a specific purpose and audience.</li> </ul>	<p>CLAIM 2: T1, T3, T6, T8, T9</p>	<ol style="list-style-type: none"> <li>When writing or <b>revising short narrative texts</b>, students make changes to improve: <ul style="list-style-type: none"> <li>organizational structures (beginning/ending, complication, flashback, etc.) of narrative texts</li> <li>use of techniques such as dialogue, description, pacing, and point of view to establish a setting or dramatic situation, outline a character, or fully develop the action in a narrative text.</li> </ul> </li> <li>When writing or <b>revising other texts</b>, students make changes to improve: <ul style="list-style-type: none"> <li>clarity of topics,</li> <li>use of details and examples</li> <li>organizational structures (logical presentation of ideas, clearly maintained focus, cohesive transitions, and a conclusion).</li> <li><b>language, style, and vocabulary appropriate for the purpose and audience.</b></li> <li>Use of grade-appropriate grammar, usage, and mechanics.</li> </ul> <p><b>Level 3</b> students adequately revise text in ways appropriate to purpose and audience.  <b>Level 4</b> students thoroughly and strategically revise text appropriate to purpose and audience.</p> </li> </ol>	<p>Primarily CR</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 1. WRITE/REVISE BRIEF TEXTS: Apply narrative strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or use dialogue when describing an event or advance action).</p>	<p>When writing or revising <b>short narrative texts</b>, students</p> <ol style="list-style-type: none"> <li>1. <b>Make changes to improve organizational structures (beginning/ending, complication, flashback, etc.) of narrative texts</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Compose short narrative texts containing appropriate organizational structures (beginning/ending, complication, flashback, etc.)</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. <b>Make changes to improve the use of techniques such as dialogue, description, pacing, and point of view to establish a setting or dramatic situation, outline a character, or fully develop the action in a narrative text</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>4. Use techniques such as dialogue, description, pacing, and point of view to establish a setting or dramatic situation, outline a character, or fully develop the action in a narrative text.</li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 2) – prompts students to identify which of four reproduced sentences should be deleted from a text because the sentence is irrelevant to or disruptive of the overall sequence of actions.</li> <li>2. CR (DOK 3) – provides a disorganized paragraph and prompts students to rewrite the paragraph to make it less confusing. Model 1c: TE (DOK 2) – prompts students to revise a paragraph by rearranging the sentences into logical order.</li> <li>3. CR (DOK 3) – prompts students to write two paragraphs of narrative text about a given situation.</li> <li>4. SR (DOK 2) – prompts students to select the best way to revise a sentence to maintain a consistent point of view with the rest of a text.</li> <li>5. CR (DOK 2) – provides one paragraph of narrative text that summarizes an interaction between two characters but contains no dialogue. Prompts students to rewrite the text using significant dialogue in order to increase the dramatic effect.</li> <li>6. CR (DOK 3) – prompts students to use vivid details to write a one-paragraph description of a real or imagined character or setting.</li> <li>7. In order to demonstrate the ability to revise a short literary text, students choose the best way to revise a particular portion of the text with the goal of improving the quality of the descriptions.</li> </ol>
<p>Target 3. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.</p>	<p>When writing or revising <b>short informational texts</b>, students</p> <ol style="list-style-type: none"> <li>1. <b>Make changes to improve clarity of topics, use of details and examples, and organizational structures (logical presentation of ideas, clearly maintained focus, cohesive transitions, and a conclusion)</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Compose short informational texts that: <ul style="list-style-type: none"> <li>• establish a clear thesis or introduce a topic,</li> <li>• provide details and examples to develop the topic,</li> <li>• organize ideas and information logically to maintain focus,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 2) – provides a brief informational text that contain extraneous details and prompts students to select which details should be removed.</li> <li>2. CR (DOK 2) – provides a brief informational text that contain extraneous details and prompts students to select which details should be removed and explain why.</li> <li>3. TE (DOK 2) – provides an informational paragraph and prompts students to select an additional sentence that should be added and determine the most logical location for the sentence.</li> <li>4. TE (DOK 2) – provides a disorganized paragraph from an informational essay and prompts students to rearrange the sentences for logic and clarity.</li> </ol>

	<ul style="list-style-type: none"> <li>• use appropriate transitions and vocabulary,</li> <li>• and provide a conclusion that is appropriate to purpose and audience.</li> </ul>	<ol style="list-style-type: none"> <li>5. CR (DOK 2) – provides the first paragraph of an informational text that lacks a clear topic and prompts students to rewrite the paragraph to clarify the topic.</li> <li>6. CR (DOK 2) – provides two informational paragraphs that lack a conclusion and prompts students to write a conclusion appropriate to purpose and audience.</li> <li>7. CR (DOK 3) – prompts students to write two paragraphs on an informational topic. Responses must state the topic, be well-organized, include examples and supporting details, and include an appropriate conclusion.</li> </ol>
<p>Target 6. WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or 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 counter claims using credible sources, providing appropriate transitional strategies for coherence and appropriate vocabulary, or providing a conclusion (e.g., articulating implications or stating significance of the problem).</p>	<p>When writing or <b>revising short argumentative</b> texts, students:</p> <ol style="list-style-type: none"> <li>1. <b>Make changes to improve clarity</b> of: <ul style="list-style-type: none"> <li>• claims,</li> <li>• supporting evidence</li> <li>• logical presentation of ideas and evidence</li> <li>• a clearly maintained focus</li> <li>• cohesive transitions</li> <li>• a conclusion</li> </ul> </li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Compose short argumentative texts that: <ul style="list-style-type: none"> <li>• establish a clear claim</li> <li>• support the claim by citing evidence from sources</li> <li>• organize ideas and evidence logically to maintain focus</li> <li>• use appropriate transitions and vocabulary</li> <li>• provide a conclusion that is appropriate to purpose and audience.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 2) – provides an argumentative paragraph that lacks supporting evidence and prompts students to select evidence statements that could best be used to support the argument.</li> <li>2. SR (DOK 2) – provides an argumentative paragraph that is incomplete and prompts students to select an additional sentence that most logically maintains the focus of the argument.</li> <li>3. TE (DOK 2) – provides a disorganized paragraph from an argumentative essay and prompts students to rearrange the sentences for logic and clarity.</li> <li>4. CR (DOK 2) – provides the first paragraph of an argumentative text that lacks a clear claim and prompts students to rewrite the paragraph to make the claim clear.</li> <li>5. CR (DOK 2) – provides an argumentative paragraph that lacks a conclusion and prompts students to write a conclusion appropriate to purpose and audience.</li> <li>6. CR (DOK 3) – prompts students to write a two-paragraph argument after reading a brief text or texts giving multiple opinions on a topic.</li> </ol>
<p>Target 8. LANGUAGE &amp; VOCABULARY USE: 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>When writing or <b>revising texts</b>, students use <b>language, style, and vocabulary</b> appropriate for the purpose and audience.</p>	<ol style="list-style-type: none"> <li>1. SR, TE (DOK 1) – prompts students to identify the best way to revise a sentence so that the language fits with the rest of a paragraph.</li> <li>2. CR (DOK 2) – provides a topic and scenario and prompts students to write a paragraph on the topic that uses style, language, and vocabulary appropriate for the purpose and audience described in the scenario.</li> <li>3. SR, TE (DOK 1) – prompts students to revise text by choosing words/phrases that do not fit the purpose and</li> </ol>

		<p>audience and selecting the most appropriate replacement words/phrases.</p> <p>4. CR (DOK 2) – provides a paragraph that uses figurative language to address a technical topic and prompts students to rewrite the paragraph using more appropriate academic and domain-specific vocabulary.</p>
<p>Target 9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.</p>	<p>When writing or <b>editing</b> texts, students use <b>grade-appropriate grammar, usage, and mechanics</b>.</p>	<p>1. SR, TE (DOK 1) – prompts students to identify a sentence containing errors in grammar and/or mechanics and select the best way to correct the sentence.</p> <p>2. CR (DOK 1) – provides a paragraph containing errors in grammar and mechanics and prompts students to rewrite the paragraph, correcting the errors.</p> <p>3. SR (DOK 1) – provides four sentences and prompts students to select the one that does not contain any errors.</p> <p>4. CR, TE (DOK 1) – provides a paragraph with one sentence that contains grammatical or mechanical errors. Prompts students to identify the correct sentence and rewrite it without errors.</p>

<p>W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>ASSESSED IN THE NATURE OF THE TEST ITSELF AND IN CONJUNCTION WITH WRITING PERFORMANCE TASKS</p>
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CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>W.7. Conduct short as well as more sustained research projects</b> to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; <b>synthesize multiple sources on the subject</b>, demonstrating understanding of the subject under investigation.</p>	<p>1. Conduct short research projects to answer a question or solve a problem:</p> <ul style="list-style-type: none"> <li>Narrowing or broadening the inquiry when appropriate</li> <li>Synthesizing multiple sources</li> <li>Demonstrating understanding of the subject.</li> </ul> <p>2. Conduct sustained research projects to answer a question or solve a problem:</p> <ul style="list-style-type: none"> <li>Narrowing or broadening the inquiry when appropriate</li> <li>Synthesizing multiple sources</li> <li>Demonstrating understanding of the subject.</li> </ul>	<p>CLAIM 2: T4</p>	<p><b>Read and conduct research</b> to investigate a given topic, using a variety of <b>credible sources</b> to collect relevant evidence.</p> <p><b>Level 3</b> students integrate relevant supporting evidence from sources, as appropriate.</p> <p><b>Level 4</b> students and critically assessing and synthesizing supporting evidence from sources, as appropriate.</p>	<p>Performance task</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p>	<p>Students:</p> <ol style="list-style-type: none"> <li><b>Read and conduct research to investigate a given topic, using a variety of credible sources to collect relevant evidence.</b></li> <li>Students compose a full informational/ explanatory essay on a given topic or text which includes: <ul style="list-style-type: none"> <li>a well-reasoned, well-supported thesis,</li> <li>a consistent focus throughout.</li> <li>Logical organization</li> <li>An appropriate conclusion.</li> <li>precise language</li> <li>and a formal style appropriate to purpose and audience</li> <li>command of grade-appropriate standard English conventions.</li> </ul> </li> <li>Revise and edit their work for clarity and accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>PT (DOK 4) – provides multiple texts and/or various multimedia sources as research material and prompts students to answer at least three research questions and to write an informational/explanatory essay on a given topic. In their writing, students make connections among the ideas presented in the various sources, analyze their similarities and differences, and support the analysis with details from the sources.</li> <li>PT (DOK 4) – provides multiple texts and/or various multimedia sources presenting opposing viewpoints on a particular issue and one or more research sources containing statistical information (some in the form of graphs or charts) related to the issue dealt with by the texts. Students evaluate and synthesize all of the sources and compose a full-length essay that treats the issue in a purely informational, objective manner.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>W.8. Gather relevant information from multiple authoritative print and digital sources</b>, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ol style="list-style-type: none"> <li>Use advanced searches effectively to gather relevant information from multiple authoritative print and digital sources.</li> <li>Assess strengths and limitations of each source in terms of: <ul style="list-style-type: none"> <li>Task</li> <li>Purpose</li> <li>Audience</li> </ul> </li> <li>Integrate information into the text selectively to: <ul style="list-style-type: none"> <li>maintain the flow of ideas</li> <li>Avoid plagiarism</li> <li>Avoid overreliance on any one source</li> </ul> </li> <li>Follow a standard citation format.</li> </ol>	<p>CLAIM 2: T4, T7; CLAIM 3: T3</p>	<p>When conducting research, students <b>evaluate</b> whether or not sources <b>provide accurate and complete information</b> and determine if the information is relevant for a topic.</p> <p><b>Level 3</b> responses demonstrate ability to search multiple sources and evaluate uses and limitations.</p> <p><b>Level 4</b> responses demonstrate thorough and purposeful search and systematic evaluation of how evidence enhances or undermines.</p>	<p>Specific constructed response items and in conjunction with the performance task</p>

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 4. COMPOSE FULL TEXTS: Write full <b>informational/explanatory texts</b>, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.</p>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Read and conduct research to investigate a given topic, <b>using a variety of credible sources</b> to collect relevant evidence.</li> <li>2. students compose a full informational/ explanatory essay on a given topic or text which includes: <ul style="list-style-type: none"> <li>• a well-reasoned, well-supported thesis</li> <li>• a consistent focus throughout</li> <li>• Logical organization</li> <li>• An appropriate conclusion</li> <li>• precise language</li> <li>• formal style appropriate to purpose and audience</li> <li>• command of grade-appropriate standard English conventions.</li> </ul> </li> <li>3. Revise and edit their work for clarity and accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. PT (DOK 4) – provides multiple texts and/or various multimedia sources as research material and prompts students to answer at least three research questions and to write an informational/explanatory essay on a given topic. In their writing, students make connections among the ideas presented in the various sources, analyze their similarities and differences, and support the analysis with details from the sources.</li> <li>2. PT (DOK 4) – provides multiple texts and/or various multimedia sources presenting opposing viewpoints on a particular issue and one or more research sources containing statistical information (some in the form of graphs or charts) related to the issue dealt with by the texts. Students evaluate and synthesize all of the sources and compose a full-length essay that treats the issue in a purely informational, objective manner.</li> </ol>
<p>Target 7. COMPOSE FULL TEXTS: Write full <b>arguments</b> about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.</p>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Read and conduct research to investigate a given topic, <b>using a variety of credible sources</b> to collect relevant evidence.</li> <li>2. Compose a full informational/ explanatory essay on a given topic or text which includes: <ul style="list-style-type: none"> <li>• a well-reasoned, well-supported thesis</li> <li>• a consistent focus throughout</li> <li>• Logical organization</li> <li>• An appropriate conclusion</li> <li>• precise language</li> <li>• a formal style appropriate to purpose and audience</li> <li>• command of grade-appropriate standard English conventions.</li> </ul> </li> <li>3. Revise and edit their work for clarity and accuracy.</li> </ol>	<ol style="list-style-type: none"> <li>1. PT (DOK 4) – provides multiple texts and/or various multimedia sources as research material and prompts students to answer at least three research questions and to write an argumentative essay on a given topic. In their writing, students establish a claim about the topic and support their claim with evidence from the various sources.</li> <li>2. PT (DOK 4) – provides multiple texts and/or various multimedia sources presenting opposing viewpoints on a particular issue and two or more research sources containing statistical information (some in the form of graphs or charts) related to the issue dealt with by the texts. Students analyze all of the sources, determine which view they support, answer at least three questions about the research, and compose a full-length argumentative essay in support of that view. In their writing, students clearly state their claims and use logical reasoning and evidence from the sources to support their claims.</li> </ol>

CLAIM 3: Target 3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources.	<b>When conducting research, students evaluate whether or not sources provide accurate and complete information and determine if the information is relevant for a topic.</b>	<ol style="list-style-type: none"> <li>1. CR – presents multiple types of sources on a topic and prompts students to evaluate what information they can learn from one type of source that is not available in another type of source.</li> <li>2. CR – presents multiple sources on a topic and prompts students to explain how the information in one source differs from the information in the other sources.</li> <li>3. CR – presents multiple sources on a topic and prompts students to determine which sources contain the most relevant information on a specific aspect of the topic.</li> <li>4. CR – presents multiple sources on a topic and prompts students to evaluate the accuracy of information in a source based on the same information in the other sources.</li> </ol>
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W.9. a-b. Draw evidence from literary or informational texts to support analysis, reflection, and research.	CONTENT IN a and b IS NOT SPECIFICALLY ASSESSED
W. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	NOT ASSESSED

CCSS Speaking and Listening

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<p><b>SL.1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>d.</b> Respond thoughtfully to diverse perspectives; <b>synthesize comments, claims, and evidence made on all sides of an issue</b>; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ol style="list-style-type: none"> <li>1. Respond thoughtfully to diverse perspectives</li> <li>2. <b>Synthesize comments, claims, and evidence made on all sides of an issue</b>; resolve contradictions when possible.</li> <li>3. Determine what additional information or research is required to deepen the investigation or complete the task.</li> </ol>	SL.1.d. and SL.3. are assessed with CLAIM 3: T4	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Analyze the point of view or purpose of a presentation</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Analyze the reasoning and evidence used to support claims</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. Use the information to draw conclusions about the topic.</li> </ol> <p><b>Level 3</b> students synthesize content, identify point of view, and begin to analyze speaker’s perspective and motivation.</p> <p><b>Level 4</b> students synthesize diverse content and systematically evaluate how the speaker’s choices enhance or undermine points of view.</p>	Primarily constructed response
<p><b>SL.2. Integrate multiple sources of information presented in diverse formats and media</b> (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>				NOT SPECIFICALLY ASSESSED
<p><b>SL.3. Evaluate a speaker’s point of view</b>, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		CLAIM 3: T4		

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
<p>Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials.</p>	<p>When listening to information presented audio-visually, student will:</p> <ol style="list-style-type: none"> <li>1. <b>Interpret the central message or claim</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. <b>Analyze the point of view or purpose of a presentation</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. <b>Analyze the reasoning and evidence used to support claims</b></li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>4. <b>Use the information to draw conclusions about the topic.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. SR (DOK 1) – prompts students to identify the main idea of a presentation.</li> <li>2. CR (DOK 3) – prompts students to analyze the point of view of a presentation and explain the techniques used to support that view.</li> <li>3. CR (DOK 3) – provides an argumentative speech and prompts students to explain whether or not the speaker uses sound reasoning to support claims.</li> <li>4. CR (DOK 3) – prompts students to draw a conclusion based on information from a presentation and support it with details from the presentation.</li> </ol>

CCSS ELA GRADE 11-12	CCSS Unpacked	SBAC Assessment Targets	SBAC Student Evidence Summary	Item Examples
<b>SL.4. Present information</b> , findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Present information, findings, and supporting evidence: <ul style="list-style-type: none"> <li>To enable listeners to follow the line of reasoning</li> <li>To address alternative perspectives</li> <li>Organized and developed appropriate to purpose and audience.</li> </ul>	SL.4. and SL.5. are assessed with CLAIM 3: T3	No response level information available	Performance task
<b>SL.5. Make strategic use of digital media</b> (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Make strategic use of digital media in presentations to enhance: <ul style="list-style-type: none"> <li>Listeners' understanding of findings</li> <li>Reasoning</li> <li>Evidence</li> <li>Listener interest</li> </ul>			

SBAC Assessment Targets	SBAC Student Evidence	Item Examples
Target 3. PLAN/SPEAK/PRESENT: 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 or clarifying the message.	<ol style="list-style-type: none"> <li>Students read and conduct research to investigate a given topic, using a variety of credible sources to collect relevant evidence.</li> <li>Then students <b>plan an oral presentation</b> on a given topic that includes: <ul style="list-style-type: none"> <li>a well-reasoned, well-supported thesis</li> <li>a consistent focus throughout. Logical organization</li> <li><b>use appropriate digital media to support their message</b></li> <li>an appropriate conclusion.</li> </ul> </li> <li>Students <b>deliver an oral presentation</b> that: <ul style="list-style-type: none"> <li>employs precise language</li> <li>a style appropriate to purpose and audience.</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>PT (DOK 4) – provides multiple texts and/or various multimedia sources as research material and prompts students to answer at least three research questions and to deliver an oral presentation on a given topic. When speaking, students cite details from the source texts and use visual aids when appropriate to support their ideas.</li> <li>PT (DOK 4) – provides multiple texts and/or various multimedia sources presenting opposing viewpoints on a particular issue and two or more research sources containing statistical information (some in the form of graphs or charts) related to the issue dealt with by the texts. Students analyze all of the sources, answer at least three questions about the research, determine which view they support, and deliver an oral presentation in support of that view. When speaking, students clearly state their claims and use logical reasoning and evidence from the sources to support their claims. Students include visual aids when appropriate.</li> </ol>
<b>SL.6. Adapt speech to a variety of contexts and tasks</b> , demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards.)		NOT SPECIFICALLY ASSESSED

CCSS -- Language.

CCSS ELA GRADE 11-12	SBAC Assessment Targets
<b>L. 1.</b> Demonstrate command of the conventions of standard English <b>grammar and usage</b> when writing or speaking.	Assessed in conjunction with: W.1.a –d, W.2., W.7.
<b>L.2.</b> Demonstrate command of the conventions of standard English <b>capitalization, punctuation, and spelling</b> when writing. a. Observe hyphenation conventions. b. Spell correctly.	Assessed in conjunction with: W.1. a--d, W.2., W.7.
<b>L.3. Apply knowledge of language</b> to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening..	NOT SPECIFICALLY ASSESSED
<b>L.4. Determine or clarify the meaning of unknown and multiple-meaning words</b> and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	Assessed in conjunction with: R.L. 4., R.I. 4
<b>L.5. Demonstrate understanding of figurative language</b> , word relationships, and nuances in word meanings.	Assessed in conjunction with: RL.4.,RI.4.
<b>L.6. Acquire and use accurately general academic and domain-specific words and phrases</b> , sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Assessed in conjunction with: RL.4., RI.4., W.1.a-d, W.2., W.3. a-e