SBAC Claims, Targets and Evidence

ELA Claims	Math Claims
Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. **Claim 2:** Students can produce effective and well-grounded writing for a range of purposes and audiences. **Claim 3:** Students can employ effective speaking and listening skills for a range of purposes and audiences. **Claim 4:** Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.	**Claim 1:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. **Claim 2:** Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. **Claim 3:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others. **Claim 4:** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

ELA Claims & Assessment Targets

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Literary & Language Assessment Targets	Informational Text & Language Assessment Targets
Target 1. KEY DETAILS: Cite explicit textual evidence to support inferences made or conclusions drawn about texts.	**Target 8.** KEY DETAILS: Cite explicit text evidence to support inferences made or conclusions drawn about texts.
Target 2. CENTRAL IDEAS: Summarize central ideas/key events using key relevant details.	**Target 9.** CENTRAL IDEAS: Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.
Target 3. WORD MEANINGS: 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).	**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).
Target 4. REASONING & EVALUATION: 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).	**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).
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.	**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.
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.	**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.
Target 7. LANGUAGE USE: 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.	**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.

Claim 2. Students can produce effective and well-grounded writing for a range of purposes and audiences.

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).
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).
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.
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.
Target 5. USE TEXT FEATURES: Employ text features and visual components appropriate to purpose.
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).
Target 7. COMPOSE FULL TEXTS: 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.
Target 8. LANGUAGE & 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.
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.
Target 10 TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts.

Claim 3: Students can employ effective speaking and listening skills for a range of purposes and audiences.
Target 1. LANGUAGE AND VOCABULARY USE: Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.
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.
Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally or through audiovisual materials.

Claim 4. Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.
Target 1. PLAN/RESEARCH: Devise an approach and conduct short-focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
Target 3. EVALUATE INFORMATION/SOURCES: Evaluate relevancy, accuracy, and completeness of information from multiple sources.
Target 4. USE EVIDENCE: Generate a claim or a main idea and cite evidence to support arguments or conjectures.

SBAC Math Claims and Targets

Claim 1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Target A: Extend the properties of exponents to rational exponents.
Target B: Use properties of rational and irrational numbers.
Target C: Reason quantitatively and use units to solve problems.
Target D: Interpret the structure of expressions.
Target E: Write expressions in equivalent forms to solve problems.
Target F: Perform arithmetic operations on polynomials.
Target G: Create equations that describe numbers or relationships.
Target H: Understand solving equations as a process of reasoning and explain the reasoning.
Target I: Solve equations and inequalities in one variable.
Target J: Represent and solve equations and inequalities graphically.
Target K: Understand the concept of a function and use function notations.
Target L: Interpret functions that arise in applications in terms of a context.
Target M: Analyze functions using different representations,
Target N: Build a function that models a relationship between two quantities.
Target O: Define trigonometric ratios and solve problems involving right triangles.
Target P: Summarize, represent, and interpret data on a single count or measurement variable.

Claim 2: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Target A: Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.
Target B: Select and use appropriate tools strategically.
Target C: Interpret results in the context of a situation.
Target D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).

Claim 3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Target A: Test propositions or conjectures with specific examples.
Target B: Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.
Target C: State logical assumptions being used.
Target D: Use the technique of breaking an argument into cases.
Target E: Distinguish correct logic or reasoning from that which is flawed and— if there is a flaw in the argument— explain what it is.
Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions.
Target G: At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)

Claim 4: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Target A: Apply mathematics to solve problems arising in everyday life, society, and the workplace.
Target B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem.
Target C: State logical assumptions being used.
Target D: Interpret results in the context of a situation.
Target E: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.
Target F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas).
Target G: Identify, analyze, and synthesize relevant external resources to pose or solve problems.