



# Smarter Balanced Assessment Consortium Claims, Targets, and Standard Alignment for ELA



The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. The claim is a broad statement that will outline the outcomes achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards.

The following tables layout the claims and targets for claims 1-4. Each target may feature a standard or a variety of standards that make up the skill(s) of the target. Each target also features a Depth of Knowledge level(s) and item type(s) in which the target may be assessed.

For HS, the document covers grades 9-11. Although the standards are listed as grade 11, they are applicable to grades 9 and 10 as well.

## Item Types:

- MC – Multiple Choice, Single Correct Response
- MS – Multiple Choice, Multiple Correct Response
- HT – Hot Text, Select Text and Reorder Text
- EBSR – Evidence-based Selected Response
- MA – Matching Tables
- WR/CR – Written Response
- ST/CR – Short Text

## Depth of Knowledge:

- 1 - Recall
- 2 - Skill/Concept
- 3 - Strategic Thinking
- 4 - Extended Thinking

Underlined standard content notes what each assessment target could assess.

Underlined standard title notes that more than one text or more than one text format is needed for assessment items.



Claim	Target	Standards	DOK	Item Types	
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>1: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p>	<p><b>11.RL.1:</b> <u>Cite strong and thorough textual evidence 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.</u></p>	2	MC, MS, HT	
	<p><b>2: Central Ideas:</b> Summarize central ideas/key events using key relevant details.</p>	<p><b>11.RL.2:</b> Determine two or more themes or central ideas 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; <u>provide an objective summary of the text.</u></p>	2	MC, MS, EBSR, HT	
			3	ST/CR	
	<p><b>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), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</p>	<p><b>11.RL.4:</b> <u>Determine the meaning of words and phrases 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.)</u></p>	1, 2	MC, MS, HT	
					<p><b>11.L.4:</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</u></p>
					<p><b>11.L.5b:</b> <u>Analyze nuances in the meaning of words with similar denotations.</u></p>
	<p><b>11.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, 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.</u></p>				

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Claim	Target	Standards	DOK	Item Types
1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.	<p><b>4: Reasoning and Evidence:</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view).</p>	<p><u>11.RL.3: Analyze the impact of the author’s choices 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).</u></p> <p><u>11.RL.6: 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).</u></p> <p><u>11.RL.9: Demonstrate knowledge 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.</u></p>	3, 4	EBSR, HT, ST/CR
	<p><b>5: Analysis Within or Across Texts:</b> Analyze interrelationships among literary elements (e.g., characterization, conflict, ordering of actions, setting, dialogue, point of view) within or across texts.</p>	<p><u>11.RL.3: Analyze the impact of the author’s choices 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).</u></p> <p><u>11.RL.6: 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).</u></p>	3, 4	MC, MS, HT
	<p><b>6: Text Structures/Features:</b> Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those on meaning or presentation.</p>	<p><u>11.RL.5: Analyze how an author’s choices concerning how to structure 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.</u></p>	3, 4	MC, MS

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>7: Language Use:</b> Interpret 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>	<p><b>11.RL.1:</b> Cite strong and thorough textual evidence 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><b>11.RL.4:</b> <u>Determine the meaning of words and phrases 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.)</u></p> <p><b>11.L.5a:</b> <u>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u></p>	3	MC, MS
	<p><b>8: Key Details:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p>	<p><b>11.RI.1:</b> <u>Cite strong and thorough textual evidence 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.</u></p> <p><b>11.RH.1:</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p> <p><b>11.RST.1:</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p> <p><b>11.RH.3:</b> <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u></p>	2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>9: Central Ideas:</b> Summarize central ideas, topics/subtopics, key events, or procedures using supporting ideas and relevant details.</p>	<p><b>11.RI.2:</b> <u>Determine two or more central ideas 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.</u></p>	2	MC, MS, EBSR, HT
		<p><b>11.RH.2:</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u></p>		
		<p><b>11.RST.2:</b> <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</u></p>	3	ST/CR

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>10: Word Meanings:</b> Determine intended or precise meanings of words, including academic/tier 2 words, domain specific/technical (tier 3) words, and connotation/denotation, based on context, word patterns, relationships, etymology, or use of specialized resources (e.g., dictionary, glossary, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines.</p>	<p><b>11.RI.4:</b> <u>Determine the meaning of words and phrases 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 faction in Federalist No. 10).</u></p>	<p>1, 2</p>	<p>MC, MS, HT</p>
		<p><b>11.RH.4:</b> <u>Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).</u></p>		
		<p><b>11.RST.4:</b> <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</u></p>		
		<p><b>11.L.4:</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</u></p>		
		<p><b>11.L.5b:</b> <u>Analyze nuances in the meaning of words with similar denotations.</u></p>		
		<p><b>11.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, 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.</u></p>		

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<p>1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>11: Reasoning and Evidence:</b> Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).</p>	<p><u>11.RI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u></p> <p><u>11.RI.6: Determine an author’s point of view or purpose 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.</u></p> <p><u>11.RH.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</u></p> <p><u>11.RST.6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p><u>11.RI.7: Integrate and evaluate multiple sources of information 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.</u></p> <p><u>11.RI.8: Delineate and evaluate the reasoning in seminal U.S. texts, 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., The Federalist, presidential addresses).</u></p> <p><u>11.RH.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p><u>11.RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p> <p><u>11.RI.9 Analyze 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 themes, purposes, and rhetorical features.</u></p>	<p>3, 4</p>	<p>EBSR, HT, ST/CR</p>

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>12: Analysis Within or Across Texts:</b> Analyze texts to determine how connections are made in development of complex ideas or events or in development of topics, or rhetorical features.</p>	<p><b>11.RI.3:</b> <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u></p> <p><b>11.RI.6:</b> <u>Determine an author’s point of view or purpose 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.</u></p>	3, 4	MC, MS, EBSR, HT
	<p><b>13: Text Structures/Features:</b> 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><b>11.RI.5:</b> <u>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u></p> <p><b>11.RH.5:</b> <u>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</u></p> <p><b>11.RST.5:</b> <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</u></p> <p><b>11.RI.7:</b> <u>Integrate and evaluate multiple sources of information 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.</u></p> <p><b>11.RH.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u></p> <p><b>11.RST.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u></p>	3, 4	MC, MS

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Claim	Target	Standards	DOK	Item Types
<p><b>1:</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.</p>	<p><b>14: Language Use:</b> 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>	<p><b>11.L.5a:</b> <u>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u></p>	3	MC, MS
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>1a: Write Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).</p>	<p><b>11.W.3a:</b> <u>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u></p> <p><b>11.W.3b:</b> <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u></p> <p><b>11.W.3c:</b> <u>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).</u></p> <p><b>11.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p><b>11.W.3e:</b> <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u></p>	3	WR/CR

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>1a: Write Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).</p>	<p><b>11.W.9a:</b> <u>Apply grades 11-12 Reading standards to literature</u> (e.g., “Demonstrate knowledge 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”).</p>	<p>3</p>	<p>WR/CR</p>
		<p><b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction</u> (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>		

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>1b: Revise Brief Texts:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator’s point of view, or using dialogue when describing an event or to advance action).</p>	<p><b>11.W.3a:</b> <u>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u></p> <p><b>11.W.3b:</b> <u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u></p> <p><b>11.W.3c:</b> <u>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).</u></p> <p><b>11.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p><b>11.W.3e:</b> <u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u></p> <p><b>11.W.9a:</b> <u>Apply grades 11-12 Reading standards to literature</u> (e.g., “Demonstrate knowledge 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”).</p> <p><b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction</u> (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>2</p>	<p>MC, MS, HT</p>

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Claim	Target	Standards	DOK	Item Types
<p>2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>3a: Write Brief Texts:</b> Apply a variety of strategies when writing 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 and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).</p>	<p><b>11.W.2a:</b> <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p> <p><b>11.W.2b:</b> <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</u></p> <p><b>11.W.2c:</b> <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p><b>11.W.2d:</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p><b>11.W.2e:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p><b>11.W.2f:</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p> <p><b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</u></p>	<p>3</p>	<p>WR/CR</p>

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<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>3b: Revise Brief Texts:</b> Apply a variety of strategies when writing one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).</p>	<p><b>11.W.2a:</b> <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p> <p><b>11.W.2b:</b> <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</u></p> <p><b>11.W.2c:</b> <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p><b>11.W.2d:</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p><b>11.W.2e:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p><b>11.W.2f:</b> <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p> <p><b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</u></p>	<p>2</p>	<p>MC, MS, HT</p>

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<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>6a: Write Brief Texts:</b> Apply a variety of strategies when writing 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 counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p><b>11.W.1a:</b> <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u></p> <p><b>11.W.1b:</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p><b>11.W.1c:</b> <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p><b>11.W.1d:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p><b>11.W.1e:</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</u></p>	<p>3</p>	<p>WR/CR</p>

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<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>6b: Revising Brief Texts:</b> Apply a variety of strategies when 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 counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p><b>11.W.1a:</b> <u>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</u></p> <p><b>11.W.1b:</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p><b>11.W.1c:</b> <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p><b>11.W.1d:</b> <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p><b>11.W.1e:</b> <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>11.W.9b</b> <u>Apply grades 11-12 Reading standards to literary non-fiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</u></p>	<p>2</p>	<p>MC, MS, HT</p>

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Claim	Target	Standards	DOK	Item Types
<p><b>2:</b> Students can produce effective and well-grounded writing for a range of purposes and audiences.</p>	<p><b>8: Language and Vocabulary Use:</b> 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><b>11.W.2d:</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p><b>11.W.3d:</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p><b>11.L.6:</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, 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.</u></p>	1, 2	MC, MS, HT
	<p><b>9: Edit:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>	<p><b>11.L.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>11.L.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	1, 2	MC, MS, HT

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Claim	Target	Standards	DOK	Item Types
<p><b>3:</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.</p>	<p><b>4: Listen/Interpret:</b> Analyze, interpret, and use information delivered orally.</p>	<p><b>11.SL.2:</b> <u>Integrate multiple sources of information presented in diverse formats and media (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.</u></p>	<p>1, 2, 3</p>	<p>MC, MS, EBSR, MA</p>
		<p><b>11.SL.3:</b> <u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u></p>		
<p><b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p><b>2: Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p>	<p><b>11.RI.1:</b> <u>Cite strong and thorough textual evidence 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.</u></p>	<p>2</p>	<p>MC, MS, HT</p>
		<p><b>11.RI.7:</b> <u>Integrate and evaluate multiple sources of information 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.</u></p>		
		<p><b>11.RH.1:</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p>		
		<p><b>11.RST.1:</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p>		
		<p><b>11.RH.2:</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u></p>		

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Claim	Target	Standards	DOK	Item Types
<p><b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p><b>2: Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p>	<p><b>11.RST.2:</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>11.RH.3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>11.RST.3:</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><b>11.RH.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>11.RST.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b>11.RH.8:</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>11.RST.8:</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>11.RH.9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>2</p>	<p>MC, MS, HT</p>

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Claim	Target	Standards	DOK	Item Types
<p><b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p><b>2: Analyze/Integrate Information:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p>	<p><b>11.RST.9:</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u></p> <p><b>11.SL.2:</b> <u>Integrate multiple sources of information presented in diverse formats and media (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.</u></p> <p><b>11.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, 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.</u></p> <p><b>11.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, 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.</u></p> <p><b>11.W.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>11.WHST.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>2</p>	<p>MC, MS, HT</p>

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Claim	Target	Standards	DOK	Item Types
<p><b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p><b>3: Evaluate Information/Sources:</b> Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.</p>	<p><b>11.RH.8</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><b>11.RST.8</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>11.RST.9:</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>11.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources</u>, using advanced searches effectively; <u>assess the strengths and limitations of each source in terms of the task, purpose, and audience</u>; 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> <p><b>11.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources</u>, using advanced searches effectively; <u>assess the strengths and limitations of each source in terms of the task, purpose, and audience</u>; 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>	<p>2</p>	<p>MC, MS, MA</p>

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Claim	Target	Standards	DOK	Item Types
<p><b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p><b>4: Use Evidence:</b> Cite evidence to support arguments or conjectures.</p>	<p><b>11.RH.1:</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p>	<p>2</p>	<p>MC, MS, HT, MA</p>
		<p><b>11.RST.1:</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p>		
		<p><b>11.RH.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u></p>		
		<p><b>11.RST.7:</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u></p>		
		<p><b>11.RH.8</b> <u>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u></p>		
		<p><b>11.RST.8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p>		
		<p><b>11.RH.9:</b> <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u></p>		
		<p><b>11.RST.9:</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u></p>		

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Claim	Target	Standards	DOK	Item Types
<p><b>4:</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	<p><b>4: Use Evidence:</b> Cite evidence to support arguments or conjectures.</p>	<p><b>11.W.1b:</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u></p> <p><b>11.W.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, 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.</u></p> <p><b>11.WHST.8:</b> <u>Gather relevant information from multiple authoritative print and digital sources, 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.</u></p> <p><b>11.W.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>11.WHST.9:</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>2</p>	<p>MC, MS, HT, MA</p>

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