



Claims for the English Language Arts/Literacy Summative Assessment

Overall Claim for Grades 3–8

“Students can demonstrate progress toward college and career readiness in English language arts and literacy.”

Overall Claim for Grade 11

“Students can demonstrate college and career readiness in English language arts and literacy.”

Claim #1 – Reading

“Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.”

Claim #2 – Writing

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

Claim #3 – Speaking and Listening

“Students can employ effective speaking and listening skills for a range of purposes and audiences.”

Claim #4 – Research/Inquiry

“Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.”



ELA/Literacy Preliminary Summative Assessment Blueprint
Blueprint Table ELA/Literacy Grades 3-5—Table 3a

Estimated Total Testing Time: 3:30 (without classroom component)

Claim	Content Category	Stimuli		Scored Tasks		Total CAT Items by Claim	Approximate Weight for Each Claim within Total Test
		CAT	PT	CAT Items	PT Ratings		
1. Reading	Literary	1	0	6-8	0	12-16	TBD
	Informational	1	0	6-8			
2. Writing	Purpose/Focus/Organization	0	1a	2-3	1	7-10	TBD
	Evidence/Elaboration	0		2-3	1		
	Conventions	0		3-4	1		
3. Speaking/Listening	Listening	2	0	8-10	0	8-10	TBD
4. Research	Research	0	1b	5-6	3	5-6	TBD



ELA/Literacy Preliminary Summative Assessment Blueprint
Target Sampling ELA/Literacy Grades 3-5—Table 4a

Component	Claim	Content Category	Assessment Target	DOK	Min CAT Items	Min Item Type		Min, Max Items
						SR	CR	
CAT	1. Reading	Literary (1 long set)	1: Key Details	1,2	p(1)=0.5	3	1	6-8
			2: Central Ideas	2	p(1)=1.0			
			3: Word Meanings	1,2	p(1)=0.5			
			4: Reasoning and Evaluation	3,4	p(1)=1.0			
			5: Analysis within/across Text	3,4	p(1)=1.0			
			6: Text Structures and Features	2,3				
			7: Language Use	2,3				
	1. Reading	Informational (1 long set)	8: Key Details	1,2	p(1)=0.5	3	1	6-8
			9: Central Ideas	2	p(1)=1.0			
			10: Word Meanings	1,2	p(1)=0.5			
			11: Reasoning and Evaluation	3,4	p(1)=1.0			
			12: Analysis within/across texts	3,4	p(1)=1.0			
			13: Text Structures and Features	2,3				
	2. Writing	Purpose/Focus/Organization	1/3/6: Write/Revise Brief Texts	2	p(2)=1.0	2	1	7-10
Evidence/Elaboration		8: Language and Vocabulary Use	1					
Conventions		1/3/6: Write/Revise Brief Texts	2					
2. Writing	Conventions	9. Edit/Clarify	1	p(2)=1.0	2	2	8-10	
		3. Speaking/Listening	Listening	4. Listen/Interpret				1,2,3
4. Research	Research	2: Interpret and Integrate Information	2	p(5)=1.0	1	0	5-6	
		3: Evaluate Information/Sources	2					
		4: Use Evidence	3					

Grade 3 ELA C2 T2

Sample Item ID:	ELA.03.PT.2.02.084
Title:	Tall Tale Narrative
Grade/Model:	3/2
Claim(s):	<p>Primary Claims</p> <p>2: Students can produce effective writing for a range of purpose and audiences.</p> <p>4: Students can engage in research / inquiry to investigate topics, and to analyze, integrate, and present information.</p>
Primary Target(s):	<p><i>These claims and targets will be measured by scorable evidence collected.</i></p> <p>Claim 2</p> <p>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>8. LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p>9. EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage and mechanics to clarify a message and edit narrative, informational, and opinion texts</p> <p>Claim 4</p> <p>2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details; Select information from data or print and non-print text sources</p> <p>4. USE EVIDENCE: Generate opinions and cite evidence to support them based on prior knowledge and information collected.</p>
Secondary Target(s):	<i>n/a</i>
Standard(s):	<p>Claim 2 targets: W-3a, W-3b, W-3c, W-2d, W-3d, W-4, W-5, L-1, L-2, L-3a, L-3b, L-6</p> <p>Claim 4 targets: RI-9; W-8, SL-2, SL-3, SL-4; W-6, W-7 RI-9; W-1a, W-8</p>
DOK:	4
Difficulty:	High
Score Points:	TBD
Task Source:	Testing Contractor
How this task contributes to the sufficient evidence for the claims:	<p>In order to complete the performance task, students</p> <ol style="list-style-type: none"> Gather, select, and analyze information in a series of sources Write a narrative effectively demonstrating <ul style="list-style-type: none"> Narrative strategies (dialogue, sensory or concrete details, description) Author's craft appropriate to purpose (detailing characters,