

3rd Grade ELA Summative Assessment
Claim, Target, Standard Matrix
Compiled by Sandy Sanford 10-28-14

This Matrix Covers ALL ELA Claims, Targets, & Standards shown as “Tested” in 3rd Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.
The 3rd Gd ELA Summative Assessment has 44 CAT items & a PT.

About the CTS Matrix

Background: Smarter Balanced publishes mountains of specification information regarding Summative Assessment (SA) Claims, Targets, Standards, DOK, & Item Types/Numbers. The problem is that no published document welds together all this information in a format friendly to educators. The CTS Matrix solves that problem by populating the rows and columns in a table that emulates the design configuration of the SA.

Matrix Guide: Use the Matrix as a resource document to acquire greater understanding of the organization and composition of the Summative Assessment (SA), which is more complicated in design than previous high-stakes assessments. The four Claims are general descriptions regarding learning expectations for each grade level. In the Matrix, each Claim is displayed in a separate table with a description in the top row followed by multiple Targets underneath the parent Claim. The Targets are more specific with regard to expected learning and usually vary in description at each grade level. The SA will report results overall and for each of the four Claims.

For any Claim/Target combination, cells to the right show the tested standards, the assessed DOK level(s), the number of items tested (both Computer Adaptive Test (CAT) & Performance Task (PT), and the Item Types that may be used. Note that each Target will normally involve testing multiple standards, and any particular standard may be tested in multiple Claims and/or Targets. A section titled “Valuable Facts” follows the conclusion of the Matrix with additional pertinent information about the SA. The final pages of this document contain examples of the different Item Types.

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I have tried hard to make this Matrix as accurate as possible, but I'm not infallible and the information is complicated and constantly changing. I will continuously review the available sources and make corrections/updates as required and distribute the corrected Matrices with new dates. If you notice errors, please report them to me at sandy@youasksandy.com.

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ELA Standards Domain Abbreviations

Reading Standards for Literature = RL
 Reading Standards for Informational Text = RI
 Writing Standards = W
 Speaking & Listening Standards = SL
 Language Standards = L

Item Response Type Abbreviations

(See the last pages of this CTS Matrix for examples of the different item types)

MC = Multiple Choice, one correct response	HR = Hot Text, reorder text
MS = Multiple Choice, multiple correct response	TM = Matching Tables
EBSR = Evidence-Based, two-part multiple choice	ST = Short Text
HT = Hot Text, select text	WR = Written Response

WR items may be in response to Brief Text (WR-BT) or Full Text (WR-FT) Prompts

NOTE: CAT Matrix Tables are shown first below, followed by the Performance Task (PT) Tables

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CAT ONLY

Claim 1—Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (20 CAT Items)				
Claim 1 Reading-Literary Targets (10 CAT Items)	Standards Tested	DOK	# Items CAT	Item Types
Target 2—CENTRAL IDEAS: Identify or summarize central ideas/key events.	RL-2	2, 3 (ST)	2	MC, MS, EBSR, HT, ST
Target 4—REASONING & EVIDENCE: 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; theme; author's message)	RL-3, 6, 9	3, 4 (ST)	2	EBSR, HT, ST
Target 1—KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL-1	2	6	MC, MS, HT
Target 3—WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RL-4 L-4, 5c	1, 2		MC, MS, HT
Target 5—ANALYSIS WITHIN OR ACROSS TEXTS: Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.	RL-3, 6	3, 4		MC, MS, EBSR, HT
Target 6—TEXT STRUCTURE & FEATURES: Relate knowledge of text structures, genre specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.	RL-5, 6	2, 3, 4		MC, MS
Target 7—LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context.	RL-4 L-5	3		MC, MS

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

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CAT ONLY

Claim 1 Reading-Informational Targets (10 CAT Items)	Standards Tested	DOK	# Items CAT	Item Types
Target 9—CENTRAL IDEAS: Identify central ideas, key events, or procedures and details that support them.	RI-2	2, 3 (ST)	2	MC, MS, EBSR, HT, ST
Target 11—REASONING & EVIDENCE: 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).	RI-3, 6, 7, 8, 9	3, 4 (ST)	2	EBSR, HT, ST
Target 8—KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI-1, 7	2	6	MC, MS, HT
Target 10—WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.	RI-4, L-4	1, 2		MC, MS, HT
Target 12—ANALYSIS WITHIN OR ACROSS TEXTS: Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).	RI-3, 6	3, 4		MC, MS, EBSR, HT
Target 13—TEXT STRUCTURE & FEATURES: Relate knowledge of text structures or text features (e.g., graphs, charts, timelines) to obtain, interpret, explain, or integrate information.	RI-5, 7	2, 3		MC, MS
Target 14—LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	L-5, a, b	3		MC, MS

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CAT ONLY

Claim 2—Students can produce effective writing for a range of purposes and audiences.				
Claim 2 Writing Targets (CAT ONLY—10 CAT Items)	Standards Addressed	DOK	# Items CAT	Item Types
Target 1—WRITE (a)/REVISE (b) BRIEF TEXTS: Write or revise one or more paragraphs demonstrating specific narrative strategies (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	W-3a, b, c, d	3 Write 2 Revise	3	WR-BT (Write) MC, MS, HT, HR (Revise)
Target 3—WRITE (a)/REVISE (b) BRIEF TEXTS: Write or revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	W-2a, b, c, d	3 Write 2 Revise		
Target 6—WRITE (a)/REVISE (b) BRIEF TEXTS: Write or revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	W-1a, b, c, d, W-8	3 Write 2 Revise		
Target 8—LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	L-3a, 6	1, 2	2	MC, MS, HT
Target 9—EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	L-1, 2, 3b	1	5	MC, MS, HT

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

NOTE 2: Three CAT items will address one of the Claim 2 Brief Test Targets (1, 3, or 6). See Valuable Fact 8 on page 10.

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CAT ONLY

Claim 3—Students can employ effective Speaking and Listening skills for a range of purposes and audiences. (Three Audio Passages testing LISTENING with 9 CAT Items)				
Claim 3 Speaking/Listening Target	Standards Tested	DOK	# Items CAT	Item Types
Target 4—LISTEN/INTERPRET Interpret, and use information delivered orally.	SL-2, 3	1, 2, 3	9	MS, MC, EBSR, TM

Claim 4—Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. (5 CAT items)				
Claim 4 Research Targets	Standards Tested	DOK	# Items CAT	Item Types
Target 2—ANALYZE/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose	RI-1, 7, 9, W-8	2	5	MC, MS, HT, MT
Target 3—EVALUATE INFORMATION/SOURCES: Distinguish relevant/irrelevant information	RI-7, 9, W-8	2		MC, MS
Target 4—USE EVIDENCE: Cite evidence to support opinions based on prior knowledge and information collected.	RI-1, 6, 7, 9, W-1b	2		MC, MS, HT

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PERFORMANCE TASK ONLY

Claim 2—Students can produce effective writing for a range of purposes and audiences. (For the Writing Claim, the PT Item is a single essay scored 3 times with different sets of criteria each time— Organization/Purpose, Evidence/Elaboration, & Conventions)				
Claim 2 Writing Targets	Standards Addressed	DOK	# Items	Item Type
Target 2—COMPOSE FULL TEXTS: Write full compositions demonstrating narrative techniques (dialogue, description), structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	W-3, a, b, c, d, W-4, 5, 8	4	1 Essay Item—Given 3 scores on following criteria <ul style="list-style-type: none"> • Organization/Purpose (0-4 Points) • Evidence/Elaboration includes Tgt 8 (0-4 Points) • Conventions is Tgt 9 (0-2 Points) 	PT (WR-FT)
Target 4—COMPOSE FULL TEXTS: Write full informational texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting details (from sources when appropriate to the assignment) and an appropriate conclusion.	W-2, a, b, c, d, e, W-3b, 4, 5, 8			
Target 7—COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to the assignment) and an appropriate conclusion.	W-1, a, b, c, d, W-3b, 4, 5, 8			
Target 8—LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	L-3a, 6	1, 2		
Target 9—EDIT/CLARIFY: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	L-1, 2, 3b	1, 2		

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

NOTE 2: Students will be assigned one PT for either Target 2, 4, or 7

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PERFORMANCE TASK ONLY

Claim 4—Students can engage in research/inquiry to investigate topics and to analyze, integrate, and present information. (3 items—one machine scored and 2 ST)				
Claim 4 Research Targets	Standards Tested	DOK	# Items	Item Types
Target 2—ANALYZE/INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose	RI-1, 7, 9, W-8	3 (Not ST) 4 (ST)	3 Items that are using & evaluating evidence provided by the PT sources (2 of the items will be ST)	MC, MS, HT, TM, ST
Target 3—EVALUATE INFORMATION/SOURCES: Distinguish relevant/irrelevant information	RI-7, 9, W-8			
Target 4—USE EVIDENCE: Cite evidence to support opinions based on prior knowledge and information collected.	RI-1, 6, 7, 9, W-1b			

NOTE 1: Standards are shown in abbreviated form. Detailed descriptions are available in the Common Core State Standards.

NOTE 2: The 3 research items must represent at least two of the three Claim 4 targets

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Valuable Facts

(From SBAC Blueprint dtd 4-30-14)

1. Number of items per Claim is not necessarily proportional to Claim weight for scoring
2. The CAT includes 2 ST items in reading and 1 WR-BT item in writing (all scored against 0-2 point Rubrics)—total of 3 written items on CAT. The WR-BT (Written Response-Brief Text item is essentially a long ST item and nowhere near the expected length of a Full-Text item, like the PT essay)
3. The PT includes 2 ST research items (scored against 0-2 point Rubrics), 1 non-ST item (MC, MS, HT, or TM) and 1 Essay (WR-FT) item
4. The Essay (WR-FT) is scored across three traits: Organization/Purpose (0-4 Rubric Points), Evidence/Elaboration (0-4 Rubric Points), and Conventions (0-2 Rubric Points)
5. All Short Text and Essay (WR-FT) items will be hand scored or scored by AI (Artificial Intelligence) if the AI application “yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.”
6. For Claim 1 (Reading), Literary, each student will receive at least 1 literary long passage set and up to two additional short passage sets. There will be a single ST item for either Target 2 or Target 4
7. For Claim 1 (Reading), Informational, each student will receive at least 1 informational long passage set and up to two additional short informational passage sets. There will be a single ST item for either Target 9 or Target 11
8. There will be 3 CAT items associated with one of the Write/Revise Brief Text Targets (1, 3, or 6). At least 1 of the items will address Organization/Purpose, and at least 1 of the items will address Evidence/Elaboration. Only 1 of the three items will be a WR-BT item. The 2 items for Language and Vocabulary Use will also address Evidence/Elaboration.
9. On the **CAT** portion of the test...
 - For Claim 1, a student will receive at least 9 items at DOK 2 and 2 items at DOK 3 or higher.
 - For Claim 2, a student will receive at least 4 items at DOK 2 or higher and 1 item at DOK 3 or higher
 - For Claim 3, a student will receive a least 3 items at DOK 2 or higher
 - For Claim 4, all items are DOK 2

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All Example Items are from 3rd grade Smarter Balanced Practice Test

MC (Multiple Choice Item)

Read the sentence from the passage.

A jumble of sticks and grass stuck out from the middle of the wreath.

What does the word jumble **most likely** mean?

- Ⓐ a tall pile of items
- Ⓑ a neat pile of items
- Ⓒ a small group of items
- Ⓓ a messy group of items

MS (Multiple Select Item)

Why is including dialogue important to understanding the passage?
Pick **three** choices.

- ☐ It helps the reader understand Jessie's actions.
- ☐ It helps the reader imagine the sounds made by the birds.
- ☐ It helps the reader know the reason why Mrs. Baxter moved.
- ☐ It helps the reader know how the movers feel about the birds.
- ☐ It helps the reader imagine what Jessie will do after the movers leave.
- ☐ It helps the reader understand Mrs. Baxter and Jessie's interest in the birds.

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EBSR (Evidence-Based, Selected Response—2 Part)

This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** describes the lesson of the passage?

- Ⓐ Animals should be protected.
- Ⓑ Birds should only nest in trees.
- Ⓒ Movers should listen to children.
- Ⓓ Children should stay away from birds.

Part B

Which sentence from the passage **best** supports your answer in part A?

- ☐ "A bird's nest sat right in the middle of Mrs. Baxter's wreath."
- ☐ "Jessie and Mrs. Baxter talked about the birds for a while."
- ☐ "One morning, Jessie saw a pink head poking out of the nest."
- ☐ "'You can't use this door,' Jessie said, holding her arms out stiff."

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HT (Hot Text—Select Text Item)

Read the sentence and the directions that follow.

Children and adults can work together.

Click the **two** details that **best** support this conclusion.

One afternoon, Jessie spotted a tiny bird fluttering around Mrs. Baxter's front door. Mrs. Baxter had just moved into an apartment.

. . .

Jessie and Mrs. Baxter talked about the birds for a while. "They sound like house finches," Mrs. Baxter said. "Keep an eye on them for me, will you?"

HR (Hot Text—Reorder Text Item)

A student is writing a story for class about a red-tailed hawk. Read the draft of the story and complete the task that follows.

"It's so cool! Take a picture of it!" Dad responded.

I grabbed our camera. My plan was to sneak up on the hawk. However, a storm had left leaves all over the yard and it was hard to be quiet. I started snapping pictures.

Suddenly the hawk made a screeching sound and flew over to a tree in the neighbor's yard.

"Look Dad, there it is!" I yelled. I had just spotted the red-tailed hawk. It had been flying over the field before landing in our tall pine tree.

I exclaimed, "C'mon Dad, let's go look at the pictures!"

The first sentence of the story is not the best beginning. Move the groups of sentences so that the group that makes the **best** beginning comes first.

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TM (Matching Table Item)

Click in the box next to each type of light to show which detail it **best** matches.

	Above one of the coldest places on Earth	Starts with a pale green light	Found all over the sky
Lights around the South Pole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Light from Stars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Northern Lights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ST (Short Text Item)

What inference can be made about the author's message about animals? Include information from the passage to support your answer.

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WR-BT (Written Response to Brief Text Prompts) Only on CAT, Claim 2, Targets 1, 3, or 6

A student is writing an opinion paper for class about serving flavored milk in school cafeterias. Read the draft of the essay and complete the task that follows.

Some people believe that schools should not serve flavored milk at lunch. According to them, students get too much sugar. It is true that flavored milk has more sugar than plain milk, but some students just will not drink plain milk. If that happens, they will not get the necessary vitamins. That can't be good. Drinking flavored milk is certainly healthier than not drinking any milk at all.

The beginning of the student's essay does not state her opinion. Write an opening paragraph that states the opinion and explains what the topic is about.

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WR-FT (Written Response to Full Text Prompts) Only on PT, Claim 2, Targets 2, 4, or 7

Astronauts Informational Performance Task

Part 2

You will review your notes and sources, and plan, draft, revise, and edit your writing. You may use your notes and go back to the sources. Now read your assignment and the information about how your writing will be scored, then begin your work.

Your Assignment:

Your teacher is creating a bulletin board display in the school library to show what your class has learned about different types of jobs. You decide to write an informational article on astronauts. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about being an astronaut. Choose the most important information from the sources to support your main idea. Then, write an informational article that is several paragraphs long. Clearly organize your article and support your main idea with details from the sources. Use your own words except when quoting directly from the sources. Be sure to give the source title or number when using details from the sources.