

4th 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 4th Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.
The 4th 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 (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus), 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	2, 3, 4		MC, MS
Target 7—LANGUAGE USE: Interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone	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.	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, 5c	1, 2		MC, MS, HT
Target 12—ANALYSIS WITHIN OR ACROSS TEXTS: Interpret, explain, or connect information presented within or across texts (e.g., compare/contrast, cause/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 figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	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, sensory or concrete details, 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, e, W-9	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, including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs or a conclusion appropriate to purpose and audience and related to the information or explanation presented.	W-2a, b, c, d, e, W-9	3 Write 2 Revise		
Target 6—WRITE (a)/REVISE (b) BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.	W-1a, b, c, d, W-9	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.	W-2d, 3d L-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, 6, 7, 9, W-8, 9	2	5	MC, MS, HT, MT
Target 3—EVALUATE INFORMATION/SOURCES: Distinguish relevant/irrelevant information	RI-7, W-8, 9	2		MC, MS
Target 4—USE EVIDENCE: Cite evidence to support opinions based on prior knowledge and evidence collected and analyzed.	RI-1, 6, 7, 9, W-1b, 8, 9	2		MC, MS, HT

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

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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, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	W-3, a, b, c, d, e, W-4, 5, 8, 9	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 evidence (from sources when appropriate to the assignment) and elaboration; and develop an appropriate conclusion related to the information or explanation presented.	W-2, a, b, c, d, e, W-3b, 4, 5, 8, 9			
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 transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to the assignment) and elaboration, and develop an appropriate conclusion related to the opinion presented.	W-1, a, b, c, d, W-3b, 4, 5, 8, 9			
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.	W-2d, 3d L-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, explanatory/informational, and argument texts.	L-1, 2	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, 6, 7, 9, W-8, 9	3 (Not 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, W-8, 9			
Target 4—USE EVIDENCE: Cite evidence to support opinions based on prior knowledge and evidence collected and analyzed.	RI-1, 6, 7, 9, W-1b, 8, 9			

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 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 4th grade Smarter Balanced Practice Test (unless otherwise noted)

MC (Multiple Choice Item)

Which sentence **best** describes the lesson that Coyote learns in this passage?

- Ⓐ Coyote learns that he does not like the taste of honey after all.
- Ⓑ Coyote learns about the skills bears use to get food in the wild.
- Ⓒ Coyote learns how to make a bear suit out of materials in the forest.
- Ⓓ Coyote learns that he should not try to take things that belong to others.

MS (Multiple Select Item)

Read the sentences from the passage.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word similar suggest? Pick **two** choices.

- Coyote was surprised and made an unusual sound.
- The sound Coyote made was meant to calm the bees.
- Coyote made a sound like a bear growling to tease the bees.
- The sound Coyote made blended in with the sound of the bees.
- The sound Coyote made was very loud to scare away the bees.

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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

Click on the statement that **best** explains how the characters' actions show their relationship in the passage.

- A. The frightened bear stayed away from the coyote.
- B. The bear and coyote worked together to get honey.
- C. The coyote learned how to get honey by watching the bear.
- D. The bear learned how to get honey by watching the coyote.

Part B

Click on **all** of the sentences from the passage that **best** support your answer in part A.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

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HT (Hot Text—Select Text Item)

Click the sentence that **best** supports the inference that Coyote uses his imagination.

Coyote wore a smile as wide as the sky, for he knew what he had to do to have a taste of the bees' sweet honey. He knew that Bear was able to simply take the honey from the base of the tree. The bees made angry noises, but that did not seem to bother Bear one bit. They swarmed around his big dark body as he sat and ate. When he was finished he shook them off, got up, and walked away. Coyote thought about this all summer. If he could just make a suit that looked like Bear's, he would be able to dip his paw into the base of the tree and out would come sweet golden honey.

HR (Hot Text—Reorder Text Item) 3rd Grade Level

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) 5th Grade Level

Complete the chart to show which building materials caused the Tower of Pisa to lean and which fixed the leaning. Click in the boxes next to each material that matches the categories in the top row.

	Caused leaning	Fixed leaning
cathedral bells	<input type="checkbox"/>	<input type="checkbox"/>
steel	<input type="checkbox"/>	<input type="checkbox"/>
marble	<input type="checkbox"/>	<input type="checkbox"/>
lead weights	<input type="checkbox"/>	<input type="checkbox"/>
bell room	<input type="checkbox"/>	<input type="checkbox"/>

ST (Short Text Item)

What conclusion can be drawn about the author's point of view? Support your answer with details from the passage.

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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 a report for her teacher about a recent class trip to a local museum. Read the draft of the report and complete the task that follows.

Our day at the children's museum started on the first floor, which was about life on Earth. At an exhibit on Earth's history, we dug for fossils in the Dinosaur Dig. Next was a nature display where we listened to bird songs and shook hands with a monkey.

The second floor was all about space. We got to visit a planetarium, a kind of theater that shows the night sky on a high, curved ceiling. We also learned how a telescope works. We viewed a group of stars called the Milky Way. Looking at the stars helped us understand why someone would want to become an astronaut.

Write an introduction that clearly states the main idea of the report and sets up the information to come in the body of the report.

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

Animals and Their Surroundings Informational Performance Task

Part 2

You will now 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 wants each student to write an informational article that will be displayed with your science fair project. You decide to write about animals and where they live. Your article will be read by other students, teachers, and parents.

Using more than one source, develop a main idea about animals and their surroundings. Choose the most important information from more than one source to support your main idea. Then, write an informational article about your main idea 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.