

6th Grade ELA Summative Assessment
Claim, Target, Standard Matrix
Compiled by Sandy Sanford 2-9-15

This Matrix Covers ALL ELA Claims, Targets, & Standards shown as “Tested” in 6th Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.
The 6th Gd ELA Summative Assessment has 45 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

Reading Standards for Literacy in History/Social Studies = *RH*

Reading Standards for Literacy in Science & Tech Subjs = *RST*

Writing Standards for Literacy in H/SS, Science, & Tech Subjs = *WHST*

(Literacy standards RH, RST, & WHST are shown italicized in the Matrices)

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

MS = Multiple Choice, multiple correct response

EBSR = Evidence-Based, two-part multiple choice

HT = Hot Text, select text

HR = Hot Text, reorder text

TM = Matching Tables

ST = Short 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. (21 CAT Items)				
Claim 1 Reading-Literary Targets (9 CAT Items)	Standards Tested	DOK	# Items CAT	Item Types
Target 2—CENTRAL IDEAS: Summarize central ideas/key events.	RL-2	2 3 (ST)	1	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.	RL-3, 6, 9	3 4 (ST)	1	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	7	MC, MS, HT
Target 3—WORD MEANINGS: Determine intended or precise 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 determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RL-4 L-4, 5b, c, 6	1, 2		MC, MS, HT
Target 5—ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (dialogue, advancing action, character actions/interactions, point of view) <u>within or across texts.</u>	RL-3, 6	3, 4		MC, MS, HT
Target 6—TEXT STRUCTURE & FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation.	RL-5	2, 3, 4		MC, MS
Target 7—LANGUAGE USE: Interpret figurative language (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone.	RL-1, 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 (12 CAT Items)	Standards Tested	DOK	# Items CAT	Item Types
Target 9—CENTRAL IDEAS: Summarize central ideas, key events, procedures, or topics, subtopics.	RI-2 <i>RH-2, RST-2</i>	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 <i>RH-6, 8</i> <i>RST-6, 8</i>	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 <i>RH-1, 3, RST-1</i>	2	8	MC, MS, HT
Target 10—WORD MEANINGS: Determine intended or precise meanings of words, including domain-specific (tier 3) words and 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, glossary, digital tools), with primary focus on the academic vocabulary common to complex texts in all disciplines.	RI-4, L-4, 5b, c, 6 <i>RH-4,</i> <i>RST-4</i>	1, 2		MC, MS, HT
Target 12—ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (events, people, ideas, topics) or how conflicting information across texts reveals author's point of view.	RI-3, 6	3, 4		MC, MS, EBSR, HT
Target 13—TEXT STRUCTURE & FEATURES: Relate knowledge of text structures or genre-specific features to analyze or integrate information.	RI-5, 7 <i>RH-5, RST-5</i>	2, 3		MC, MS
Target 14—LANGUAGE USE: Interpret figurative language (e.g., hyperbole, personification, analogies), use of 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	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: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of <u>narrative text</u> (e.g., closure, introduce narrator, or using dialogue when describing an event).	W-3a, b, c, d, e, W-9a	3 Write 2 Revise	3	WR-BT (Write) MC, MS, HT, HR (Revise)
Target 3—WRITE (a)/REVISE (b) BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of informational/explanatory text : organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.	W-2a, b, c, d, e, f, W-9b	3 Write 2 Revise		
Target 6—WRITE (a)/REVISE (b) BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.	W-1a, b, c, d, e, W-9b	3 Write 2 Revise		
Target 8—LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts	W-2d, 3d L-3b, 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, explanatory/informational, and argumentative texts.	L-1, 2	1, 2	5	MC, MS, HT

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

NOTE 2: There will be only 1 Written Response-Brief Text item (WR-BT) on the CAT portion on the Summative Assessment.

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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 Analyze, 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: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)	RI-1, 6, 8, 9, W-8, 9 <i>RH-1, 2, 7, 8, 9</i> <i>RST-1, 2, 7, 8, 9</i> <i>WHST-8, 9</i>	2	5	MC, MS, HT
Target 3—EVALUATE INFORMATION/SOURCES: 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.	W-8 <i>WHST-8</i>	2		MC, MS
Target 4—USE EVIDENCE: Cite evidence to support arguments or critique.	RI-9, W-1b, 8, 9 <i>RH-1, 7, 8, 9</i> <i>RST-1, 7, 8, 9</i> <i>WHST-8, 9</i>	2		MC, MS, HT, TM

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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 longer narrative texts demonstrating narrative strategies, structures, transitional strategies for coherence, closure, and authors’ craft—all appropriate to purpose (writing a speech, style or point of view in a short story).	W-3, a, b, c, d, e, W-4, 5, 8, 9	4	1 Essay Item—Given 3 scores on following criteria • 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 explanatory texts , attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone, develop a topic including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and follows from the information or explanation presented	W-2, a, b, c, d, e, f, W-4, 5, 8, 9			
Target 7—COMPOSE FULL TEXTS: Write full arguments about topics or texts, attending to purpose and audience: establish and support a claim, organize and cite supporting evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented	W-1, a, b, c, d, e, W-4, 5, 8, 9			
Target 8—LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts	W-2d, 3d L-3b, 6			
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 argumentative texts.	L-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 based on 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.				
Claim 4 Research Targets	Standards Tested	DOK	# Items	Item Types
Target 2—ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)	RI-1, 6, 8, 9, W-8, 9 <i>RH-1, 2, 7, 8, 9</i> <i>RST-1, 2, 7, 8, 9</i> <i>WHST-8, 9</i>	3 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: 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.	W-8 <i>WHST-8</i>			
Target 4—USE EVIDENCE: Cite evidence to support arguments or critique.	RI-9, W-1b, 8, 9 <i>RH-1, 7, 8, 9</i> <i>RST-1, 7, 8, 9</i> <i>WHST-8, 9</i>			

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 ST 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 passage sets. There will be a single ST item for either Target 9 or Target 11
8. On the **CAT** portion of the test...
 - For Claim 1, a student will receive no more than 4 items at DOK 1 and at least 3 items at DOK 3 or higher
 - For Claim 2, a student will receive at least 5 items at DOK 2 or higher, at least 1 of which will be DOK 3 or higher
 - For Claim 3, a student will receive a least 4 items at DOK 2 or higher
 - For Claim 4, all items are DOK 2

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All Example Items are from 6th grade Smarter Balanced Practice Test (unless otherwise noted)

MC (Multiple Choice Item)

The author suggests that raining fish was a welcomed event to some people. Which sentence from the text **best** supports this inference?

- Ⓐ "In some places, however, it happens so often that it doesn't even surprise residents any longer."
- Ⓑ "In Yoro, Honduras, it happens so regularly that they have begun to predict the Lluvia de Peces, or Rain of Fishes, once or twice a year."
- Ⓒ "In Lajamanu, Australia, the fish were not only alive, but some were large enough to eat."
- Ⓓ "It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon."

MS (Multiple Select Item)

How does the **last** paragraph add to the central idea of the text? Select **three** options.

- It describes how species in the area changed over time.
- It illustrates the importance of finding the explanation behind the event.
- It explains how waterspouts came to be a center of scientific research.
- It identifies how the discovery cleared up many different scientific theories.
- It shows how the understanding of waterspouts affected other areas of science.

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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** describes what the reference to tornadoes shows about waterspouts.

- A. A waterspout can cause destruction.
- B. A waterspout can carry items within it.
- C. A waterspout is difficult to catch on film.
- D. A waterspout is a unique weather system.

Part B

Click on the sentence from the text that **best** supports your answer in part A.

How do clouds make fish? The simple answer is that they don't. There is a particular weather phenomenon called a waterspout. A waterspout is just like a tornado, only it forms above oceans, lakes, or rivers. Like a tornado, a waterspout is shaped like a funnel and moves in a circle at high speeds. The speed creates a vacuum effect which causes the funnel to suck everything it passes upward into its highest, widest section. Some waterspouts are only a few feet tall, but others are over a hundred feet high!

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HT (Hot Text—Select Text Item)

First, read the dictionary definition. Then, complete the task.

(v) **1.** to use for a practical purpose

Click on the word that **most closely** matches the definition provided.

On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates.

"If we could harness her tail's energy," my dad said, "I think she could generate enough power to light up a small city."

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week.

HR (Hot Text—Reorder Text Item) HS Level

A student is writing a memoir for a class assignment. Read the draft from the memoir and complete the task that follows.

The magnitude of the heat seemed overwhelming as I crawled among the flowers in my aunt's garden.

My tedious task was to eliminate the invasive weeds that had overtaken the garden.

As I started near the lilies, my mind began to drift to a different place and time until a loud buzzing noise jolted me back to the present.

I began scouring the garden for the culprit that had startled me.

From a distance I spotted a creature near a flower, and a thought occurred to me.

The buzzing noise might not necessarily be from a menacing insect, as I had assumed, but rather from a hummingbird.

Excitedly, I maintained my watch among the Columbine stalks.

The hummingbird hovered above one blossom and then darted to the next.

And then the smallest of birds appeared, glistening with iridescent emerald and silver.

Miniscule in the scheme of the garden, it siphoned the sweet nectar before retreating to the shade of a tree.

The underlined sentence is out of order and should be moved. Move the underlined sentence to another place in the narrative that would **best** maintain coherence.

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TM (Matching Table Item) 7th Grade Level

Some lantern fish characteristics help the fish survive or put the fish in danger. Click in the boxes next to the characteristics to show which apply to each category. Some characteristics may apply to both categories.

	Survival	Danger
Has big eyes	<input type="checkbox"/>	<input type="checkbox"/>
Stays deep in the ocean during the day	<input type="checkbox"/>	<input type="checkbox"/>
Hunts at the ocean surface	<input type="checkbox"/>	<input type="checkbox"/>

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ST (Short Text Item)

Read the paragraph from the text.

It has rained fish on every continent, and each time, people have tried in various ways to explain this strange phenomenon. Historically, villagers thought the "fishes from the heavens" might be answers to prayers for food. Others proposed that flashfloods overran river banks and oceans, depositing the fish on the city streets. No scientist had actually seen the rain as it occurred, only the fish left on the ground. But in 1970, a National Geographic team happened to be in Yoro when the Rain of Fishes began. They recorded what was happening and made history by finally proving that the fish really did fall from the sky.

What **most likely** did the author intend by mentioning some of the beliefs people had about raining fish at the beginning of the paragraph? Support your answer with evidence from the text.

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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 narrative for class about a speech contest. Read the draft of the narrative and complete the task that follows.

The big day had finally arrived. I had won the local speech contest and had advanced to the regional, representing Madison Middle School. Now it was the state competition. I waited backstage for the host to announce my name. Even though I had practiced much, I was extremely nervous. My heart was thumping, my mouth was dry, and my palms were sweating. "You're ready for this," I told myself. Still, picturing an audience of parents, teachers, and classmates made me want to totally disappear.

Patrick, my best friend, reminded me, "You'll do great. You're prepared. You've come this far."

I nodded affirmatively. Patrick was right. I was ready for this, and besides, I won first place in the earlier contests. Yet, I pictured all eyes on me waiting for me to mess up. My heart was gradually sinking into my stomach.

"You can't back out now," I told myself as Mr. Nichols, the host, announced my name and the title of my speech, "My Hero."

Patrick smiled and gave me a pat on the back. The next thing I knew, I was walking confidently across the stage to the microphone. Taking a deep breath, I greeted the audience and began my speech. I heard my voice, strong and steady. I told myself, "This is great. I feel prepared and have something to share with my audience."

The time flew past. I delivered my conclusion and said a final "Thank you."

In one paragraph write an ending to the narrative that follows logically from the events or experiences in the narrative.

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

Robots Narrative 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 refer to the sources. Now read your assignment and the information about how your writing will be scored; then begin your work.

Your Assignment:

Your technology club is ready to launch its website. Your English teacher is making the website into a class project. For your part in the project, you are assigned to write a story that is several paragraphs long about what happens when you get a robot of your own.

In your story, you have just received your new robot. You are excited to turn it on and see how it works. You press the button to turn on the robot. Write a story about what happens next. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description where appropriate.