

This Matrix Covers ALL ELA Claims, Targets, & Standards shown as “Tested” in 7th Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.
The 7th 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.

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

7th Grade ELA Summative Assessment
 Claim, Target, Standard Matrix
 Compiled by Sandy Sanford 2-9-15

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 using key details from the text	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 interrelationships among literary elements (e.g., characterization, conflict, ordering of actions, setting, dialogue, 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 use (e.g., imagery), literary devices (e.g., flashback, foreshadowing, alliteration, onomatopoeia), 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.

7th Grade ELA Summative Assessment
 Claim, Target, Standard Matrix
 Compiled by Sandy Sanford 2-9-15

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 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), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RI-4, L-4, 5b, c, 6 <i>RH-4, 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 and genre-specific features to compare or analyze the impact of those choices on meaning or presentation.	RI-5, 7 <i>RH-5, RST-5</i>	2, 3		MC, MS
Target 14—LANGUAGE USE: Interpret figurative language (e.g., clichés, puns, hyperbole), 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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7th Grade ELA Summative Assessment
 Claim, Target, Standard Matrix
 Compiled by Sandy Sanford 2-9-15

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) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use 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 and supports 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 and supports 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-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, explanatory/informational, and argumentative texts.	L-1, 2	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: There will be only 1 Written Response-Brief Text item (WR-BT) on the CAT portion on the Summative Assessment.

7th Grade ELA Summative Assessment
 Claim, Target, Standard Matrix
 Compiled by Sandy Sanford 2-9-15

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, 7, 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 critiques.	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

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

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, a 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 <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/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 audience and follows from and supports 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 from 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-3a, 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

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, 7, 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 (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: 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 critiques.	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

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 at least 4 items at DOK 2 or higher
 - For Claim 4, all items are DOK 2

All Example Items are from 7th grade Smarter Balanced Practice Test (unless otherwise noted)

MC (Multiple Choice Item)

Which of the following sentences from the passage **best** support the conclusion that all living organisms are part of the food chain?

- Ⓐ "The energy you use to live every day travels from one living thing to another, in a chain that starts with the sun."
- Ⓑ "This energy then helps plants change water from the soil and carbon dioxide from the air into oxygen and carbohydrates that power their cells."
- Ⓒ "Food chains everywhere—in grasslands and deserts, oceans and tropical rainforests—begin with the producers."
- Ⓓ "Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another."

MS (Multiple Select Item)

What are the **most likely** reasons the author included the section "Living Links" before the sections "Isle Royale: Predators, Prey, and Producers" and "Ups and Downs"? Select **two** options.

- The section "Living Links" introduces carnivores, and carnivores are mentioned in the last two sections.
- The section "Living Links" identifies humans as consumers, and humans are addressed in the sections that follow.
- The section "Living Links" defines a food chain before the other sections give an example of a specific food chain.
- The section "Living Links" explains how the sun provides energy for all living things, and the sections that follow prove that this is the case.
- The section "Living Links" gives examples of food chains that are recognizable before the other sections introduce a possibly unfamiliar food chain.

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

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

Part A

Which of these inferences about the author's point of view is **best** supported by the text?

- Ⓐ The author believes that all living things are connected.
- Ⓑ The author believes that wolves are weaker animals than moose.
- Ⓒ The author believes that all of the animals on the island will eventually disappear.
- Ⓓ The author believes that the moose population will cause the extinction of the balsam fir.

Part B

Which sentence from the text supports your answer in part A?

- "Scientists have been studying this isolated food chain for 50 years to understand how changes in one link can cause changes in another."
- "As more moose are born on the island, they eat more balsam fir."
- "Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick."
- "However, when the moose population decreases, wolves starve."

HT (Hot Text—Select Text Item)

Select the sentences that support the inference that the area is in danger of losing its moose population. Select **all** that apply.

A similar boom-and-bust cycle occurs between predator and prey. Ten times the size of a wolf, a moose has long, strong legs and a dangerous kick. So wolves prey mainly on old and weak animals. Good hunting means food for the whole pack. Wolves then raise lots of pups, and their numbers increase. More wolves mean more mouths to feed and more moose get eaten. However, when the moose population decreases, wolves starve.

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.

TM (Matching Table Item)

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"/>

ST (Short Text Item)

Summarize the central idea in the section "Ups and Downs." Use key evidence from the text to support your summary.

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 English teacher about beneficial relationships between people and animals. Read the draft of the introduction to the report and the directions that follow.

The bond between people and animals has remained strong throughout history. In the past, tamed animals have helped humans with work such as hunting, farming, and transportation. More recently, animals have served people who are blind or have other disabilities. Today, people depend upon animals more for companionship than for work. One important benefit of such companionship for humans with pets is improved health.

The student took these notes from reliable sources:

Taking dog to dog park = chance to be with others

Engaging with others = healthy mind

Researchers studied people, pets more than 25 years

Strong relationship with pet = less stress

Lowering stress = lower blood pressure

Children with pets = fewer allergies to furry animals

Dog owners who walk dogs healthier = walking is good exercise

Taking care of a pet—walking, grooming, playing—helps a person think of others.

Using information from the student's notes, write **one** paragraph developing the idea in the last sentence of the introduction.

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

Napping Explanatory 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:

Now that you have completed research on the topic of sleep, the journalism club advisor has asked you to write an explanatory article about sleep and naps for the next issue of the school newspaper. The audience for your article will be other students, teachers, and parents.

Using more than one source, develop a thesis/controlling idea to explain about sleep and naps. Once you have a thesis/controlling idea, select the most relevant information from more than one source to support your thesis/controlling idea. Then, write a multi-paragraph explanatory article explaining your thesis/controlling idea. Clearly organize your article and elaborate your ideas. Unless quoting directly from the sources, use your own words. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.