

8th 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 8th Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.
The 8th 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	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. (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 the academic 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) within or across texts.	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, 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

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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, topics/subtopics, key events, or procedures using supporting ideas and details	RI-2 <i>RH-2, RST-2</i>	2 3 (ST)	2	MC, MS, EBSR, HT, ST
Target 11—REASONING & EVIDENCE: 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), 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, formats, or genre-specific features (visual/graphic elements) to analyze the impact (advantages/disadvantages) on meaning or presentation	RI-5, 7 <i>RH-5, RST-5</i>	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	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 narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).	W-3a, b, c, d, e W-9a, b	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 related to 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 texts: 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, 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, 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, SL-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

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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, 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 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 (text) evidence from credible sources, 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-3a, L-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, 7, 8, 9, W-8, 9 RH-1, 2, 7, 8, 9 RST-1, 2, 7, 8, 9 WHST-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: 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 WHST-8			
Target 4—USE EVIDENCE: Cite evidence to support arguments or critiques.	W-1b, 8, 9 RH-1, 7, 8, 9 RST-1, 7, 8, 9 WHST-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 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 8th grade Smarter Balanced Practice Test (unless otherwise noted)

MC (Multiple Choice Item)

Read the sentence from the text.

Sometimes they juggled oranges and sometimes they would let the bystanders toss in different things and they would juggle whatever they were given.

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

- (A) artists
- (B) cyclists
- (C) observers
- (D) performers

MS (Multiple Select Item)

Read the sentences from the text.

"Stewart, what is going on with you? All I am asking of you is a simple brochure! This should be fun—your favorite trip around the city. Don't you have any imagination?"

What effect does the author create by using this quotation? Select **two** options.

- The author characterizes Stewart as a lazy and uninterested student.
- The author uses irony to help the reader understand Stewart's conflict.
- The author uses flashback to show how hard the students in Stewart's class work.
- The author shows the reader how other characters in the story view Stewart.
- The author defines the lines between reality and Stewart's over-active imagination.

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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 use of flashback affects the events in the text.

- A. The flashback shows that Stewart avoids doing his homework because he does not like his class.
- B. The flashback shows that Stewart's memories spark images, causing ideas to develop from other ideas.
- C. The flashback shows that memories from the past are more important than what is currently happening.
- D. The flashback shows that Stewart has difficulty concentrating, impacting his ability to complete the assignment.

Part B

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

He looked at the place where his thumb and first finger met. When he looked at the angle they made he thought of the beak of a giant bird, like an eagle. He remembered one day when school let out early and he had taken the subway to the park zoo. There was a Peregrine Falcon at the zoo and when he sharpened his beak on a stone it sounded the same as the noise the students around him were making on the keyboards.

Suddenly Stewart was flying from his plastic desk chair out out out of his own head. He thought how it must be to fly like that falcon and he thought of its name again. . . Peregrine. It sounded like pair-of-grin to him and that made him smirk a little.

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HT (Hot Text—Select Text Item)

Click the sentence that **best** supports that Ansel Adams' approach to photography changed from a hobby to an art form.

Ansel would decide carefully on the subject of each photograph he took, then choose the angle from which to take it, sometimes hiking for miles to find the best vantage point. He studied the movement of sun and clouds, often waiting hours for the perfect light with which to "paint" his photograph. Then, as he developed the film into prints, he found that he could bring his own paintings to life.

"When I first made snapshots in and around Yosemite," he said, "I was casually making a visual diary—recording where I had been and what I had seen—and becoming intimate with the spirit of wild places. Gradually my photographs began to mean something in themselves; they became records of experiences as well as of places. People responded to them and my interest in the creative potential of photography grew."

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) HS Level

The student wrote down some claims to use in his report. Look at the claims on the table. Determine if the information in the sources supports each claim. Click on the boxes that appropriately describe each claim. There may be more than one box selected for each claim and source.

	Source 1	Source 2	Source 3
Claim 1: People are a major cause of furthering the growth of invasive species.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 2: People can help prevent the spread of invasive species before they become too damaging to an ecosystem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 3: When invasive species are introduced into an ecosystem, the species that belong in that ecosystem are harmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 4: Invasive species not only have a negative effect on the animals and plants in an environment, but they can also negatively affect the systems put in place for human use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ST (Short Text Item)

What **most likely** did the author intend by mentioning Ansel Adams's apprenticeship with Frank Dittman in paragraph 2? 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 an editorial for the local newspaper about cell phones in schools. Read the draft of the editorial and complete the task that follows.

Needing to Communicate

Many parents want to be able to have access to their children via cell phones during the school day. However, with the regulations that are present at most schools, contacting their children can seem impossible to parents. While it is true that cell phones can be used improperly in a classroom, this problem can be avoided by establishing a clear set of rules. Instead of banning cell phones completely in schools, school districts should impose limits. These limits would help ensure that mobile devices are used for the right circumstances. For example, students would not be able to use phones during classes. They would, however, be able to use phones during breaks, such as lunch, and after school. This limit would eliminate disruptive phone alerts during lessons but still enable appropriate use for students who are able to follow the rules and thus earn the privilege of carrying a phone.

Write an introduction to the editorial that establishes and introduces a clear claim that supports the use of cell phones in schools.

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

Penny Argumentative 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:

As a contribution to the website your history class is creating, you decide to write an argumentative essay that addresses the issues surrounding the penny. Your essay will be displayed on the website and will be read by students, teachers, and parents who visit the website.

Your assignment is to use the research sources to write a multi-paragraph argumentative essay either for or against the continued production of the penny in the United States. Make sure you establish an argumentative claim, address potential counterarguments, and support your claim from the sources you have read. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the sources by title or number when using details or facts directly from the sources.