High School ELA
11th Grade ELA Summative Assessment
Claim, Target, Standard Matrix
Compiled by Sandy Sanford 2-11-15

This Matrix Covers ALL ELA Claims, Targets, & Standards shown as "Tested" in 11th Gd based on Smarter Balanced Item Specifications dtd 2-4-14 & Blueprint dtd 4-30-14.
The 11th 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
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*
(RH, RST, & WHST standards 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. (20 CAT Items)

Claim 1 Reading-Literary Targets (6 CAT Items)	Standards Tested	DOK	# Items CAT	Item Types
Target 2—CENTRAL IDEAS: Summarize central ideas/key events using key relevant details.	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, RL-6, RL-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	4	MC, MS, HT
Target 3—WORD MEANINGS: Determine intended, precise, or nuanced meanings of words, including distinguishing connotation/denotation and words with multiple meanings (academic/tier 2 words), based on context, word patterns, word relationships, etymology, or use of specialized resources (e.g., dictionary, thesaurus, digital tools), 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, L-5b, L-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) within or across texts.	RL-3, RL-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	3, 4		MC, MS
Target 7—LANGUAGE USE: Determine or analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox), or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone.	RL-1, RL-4, L-5a (Gr 9-10 & 11-12)	3		MC, MS

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CAT ONLY

Claim 1 Reading-Informational Targets (14 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 relevant details.	RI-2 *RH-2, RST-2*	2, 3 (ST)	5-6	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, RI-6, RI-7, RI-8, RI-9 *RH-6, RH-8, RST-6, RST-8*	3, 4 (ST)		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 *RH-1, RH-3, RST-1*	2	8	MC, MS, HT
Target 10—WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific/technical (tier 3) words, and connotation/denotation, based on context, word patterns, relationships, etymology, or use of specialized 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, L-5b, L-6 *RH-4, RST-4*	1, 2		MC, MS, HT
Target 12—ANALYSIS WITHIN OR ACROSS TEXTS: Analyze texts to determine how connections are made in development of complex ideas or events; or in development of topics, or rhetorical features.	RI-3, RI-6	3, 4		MC, MS, EBSR, HT
Target 13—TEXT STRUCTURE & FEATURES: Relate knowledge of text structures or formats, or genre features (e.g., graphic/visual information) to integrate information or analyze the impact on meaning or presentation.	RI-5, RI-7 *RH-5, RH-7, RST-5, RST-7*	3, 4		MC, MS
Target 14—LANGUAGE USE: Analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) or connotative meanings of words and phrases used in context and the impact of these word choices on meaning and tone.	L-5a (Gr 9-10 & 11-12)	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 strategies (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing or revising one or more paragraphs of <u>narrative text</u> (e.g., closure, introduce narrator point of view, or use dialogue when describing an event or advance action).	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: Apply a variety of strategies when writing or revising one or more paragraphs of <u>informational/explanatory text</u>: organizing ideas by stating and maintaining a focus/tone, providing appropriate transitional strategies for coherence, developing a complex topic/subtopics, including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience and follows form and supports the information or explanation presented (e.g., articulating implications of the significance of the topic).	W-2a, b, c, d, e, f, W-9	3 Write 2 Revise		
Target 6—WRITE (a)/REVISE (b) BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of text that express <u>arguments</u> about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument presented.	W-1a, b, c, d, e, W-9	3 Write 2 Revise		
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, W-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 argument texts.	L-1, L-2	1	5	MC, MS, HT

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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: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	RI-1, 7, W-8, 9, SL-2 *RH-1, 2, 3, 7, 8, 9* *RST-1, 2, 3, 7, 8, 9* *WHST-8, 9*	2		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. Evaluate relevance, accuracy, and completeness of information from multiple sources.	W-8 *RH-8,* *RST-8, 9* *WHST-8*	2	5	MC, MS, TM
Target 4—USE EVIDENCE: Cite evidence to support arguments or conjectures.	W-1b, W-8, 9 *RH-1, 7, 8, 9* *RST-1, 7, 8, 9* *WHST-8, 9*	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[2]	DOK	# Items	Item Type
Target 4—COMPOSE FULL TEXTS: Write full <u>informational/explanatory texts</u>, attending to purpose and audience: organize ideas by stating and maintaining a focus, developing a complex topic/subtopic, including citing relevant supporting evidence (from sources when appropriate) and elaboration, with appropriate transitional strategies for coherence, and develop a conclusion appropriate to purpose and audience.	W-2, a, b, c, d, e, f W-4, 5, 8, 9	4	1 Essay Item—Given 3 scores on following criteria • Organization/Purpose (0-4 Points) • Evidence/Elaboration (0-4 Points) • Conventions (0-2 Points)	**PT (WR-FT)**
Target 7—COMPOSE FULL TEXTS: Write full <u>arguments</u> about topics or sources, attending to purpose and audience: establish and support a claim, organize and cite supporting (sources) evidence from credible sources, provide appropriate transitional strategies for coherence, and develop a conclusion (e.g., articulating implications or stating significance of the problem) appropriate to purpose and audience.	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 and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	W-2d, W-3d, 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 argument texts.	L-1, L-2			

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NOTE 2: Standards for Full Text Writing Tgts 4 & 7 are not articulated on Item Specs. The ones shown here were shown on sample items dating from 2011.

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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: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.	RI-1, 7, W-8, 9, SL-2 *RH-1, 2, 3, 7, 8, 9* *RST-1, 2, 3, 7, 8, 9* *WHST-8, 9*	3, 4	**3 Items that are using & evaluating evidence provided by the PT sources (2 of the items will be ST)**	MC, MS, HT, **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. Evaluate relevance, accuracy, and completeness of information from multiple sources.	W-8 *RH-8,* *RST-8, 9* *WHST-8*			MC, MS, TM, **ST**
Target 4—USE EVIDENCE: Cite evidence to support arguments or conjectures.	W-1b, W-8, 9 *RH-1, 7, 8, 9* *RST-1, 7, 8, 9* *WHST-8, 9*			MC, MS, HT, TM, **ST**

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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 ST item in writing—total of 3 ST items on CAT
3. The PT includes 2 ST research items and 1 Essay (WR) item.
4. The Essay 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) items will be hand scored or scored by AI 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. 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. 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

All Example Items are from 11th grade Smarter Balanced Practice Test (unless otherwise noted)

MC (Multiple Choice Item)

Read the sentences from the text. Then answer the question.

I tasted the water. I tasted it again. It was salt-free. "My sweet sea cow!" I exclaimed to the solar still. "You've produced, and how! What a delicious milk. Mind you, a little rubbery, but I'm not complaining. Why, look at me drink!"

Which statement **best** describes what the metaphor in the sentences adds to meaning of the text?

Ⓐ   The metaphor proves that the narrator could not survive without the solar stills.

Ⓑ   The metaphor implies that the narrator thinks the water is as nutritious as milk.

Ⓒ   The metaphor demonstrates that the narrator is becoming confused adrift at sea.

Ⓓ   The metaphor shows that the narrator is incredibly grateful for a safe source of water.

MS (Multiple Select Item)

How does the second paragraph about the solar stills add to the characterization of the narrator? Select **all** that apply.

☐   The solar stills demonstrate the narrator's ingenuity.

☐   The solar stills prove that the narrator is destitute at sea.

☐   The solar stills represent the narrator's concern for his material belongings.

☐   The solar stills show how important fresh water is to the characters' survival.

☐   The solar stills show how hard the narrator works to be free from responsibility.

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

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

Part A

Read the excerpt from the text and the directions that follow.

As I drifted away I saw him come out into the open to fetch the morsel of fish. His head turned and he noticed the other morsel and the new object next to it. He lifted himself. He hung his huge head over the bucket. I was afraid he would tip it over. He didn't. His face disappeared into it, barely fitting, and he started to lap up the water. In very little time the bucket started shaking and rattling emptily with each strike of his tongue. When he looked up, I stared him aggressively in the eyes and I blew on the whistle a few times. He disappeared under the tarpaulin. It occurred to me that with every passing day, the lifeboat was resembling a zoo enclosure more and more: Richard Parker had his sheltered area for sleeping and resting, his food stash, his lookout and now his water hole.

Which central idea is expressed in the excerpt?

Ⓐ The narrator is fearful of Richard Parker.

Ⓑ The narrator feels sorry for Richard Parker.

Ⓒ The narrator wants control over Richard Parker.

Ⓓ The narrator would be lonely without Richard Parker.

Part B

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

☐ "As I drifted away I saw him come out into the open to fetch the morsel of fish."

☐ "His face disappeared into it, barely fitting, and he started to lap up the water."

☐ "When he looked up, I stared him aggressively in the eyes and I blew on the whistle a few times."

☐ "Richard Parker had his sheltered area for sleeping and resting, his food stash, his lookout and now his water hole."

HT (Hot Text—Select Text Item)

Click on the set of sentences that **best** reveals the central idea of the text.

The only good thing about the day being so hot was the sight the solar stills presented. Every cone was covered on the inside with drops and rivulets of condensation. The day ended. I calculated that the next morning would make it a week since the Tsimtsum had sunk. The Robertson family survived thirty-eight days at sea. Captain Bligh of the celebrated mutinous Bounty and his fellow castaways survived forty-seven days. Steven Callahan survived seventy-six. Owen Chase, whose account of the sinking of the whaling ship, *Essex*, by a whale inspired Herman Melville, survived eighty-three days at sea with two mates, interrupted by a one-week stay on an inhospitable island. The Bailey family survived 118 days. I have heard of a Korean merchant sailor named Poon, I believe, who survived the Pacific for 173 days in the 1950s. I survived 227 days. That's how long my trial lasted, over seven months.

HR (Hot Text—Reorder Text Item)

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.
<u>And then the smallest of birds appeared, glistening with iridescent emerald and silver.</u>
Miniscule in the scheme of the garden, it siphoned the sweet nectar before retreating to the shade of a tree.

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

TM (Matching Table Item)

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.	☐	☐	☐
Claim 2: People can help prevent the spread of invasive species before they become too damaging to an ecosystem.	☐	☐	☐
Claim 3: When invasive species are introduced into an ecosystem, the species that belong in that ecosystem are harmed.	☐	☐	☐
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.	☐	☐	☐

ST (Short Text Item)

What do the stories of survival in the last paragraph suggest to the reader about the narrator? Support your answer using details from the text.

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

A student is writing a letter to the school board about its plan to require students to wear electronic identification tags. Read the beginning of the letter and complete the task that follows.

I am writing in support of the school board's plan to require students at my school to wear electronic identification tags (EIDs) that will allow the administration to track the location of all students. Although the proposal may raise privacy concerns, its implementation would uphold and defend the school's very reason for being—teaching. As anyone at my school can attest, teachers and school administrators waste precious instructional time tracking down students who skip class to hangout with their friends. The purpose of school is to give young people the opportunity to learn skills and information required to succeed in life. We learn not only how to read, write, and understand math, but also how to interact with others. For these reasons, school is the most important place in a young person's life, and the achievement of its mission should not be hindered by unruly students. EIDs would help ensure that it isn't by allowing educators to focus on education.

Some may contend that requiring students to wear EIDs constitutes a warrantless search and so runs afoul of the Fourth Amendment.

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

Mandatory Financial Literacy Classes 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:
After completing your research, you share your findings with your teacher, who suggests that you write an argumentative essay about financial literacy courses for the upcoming school board meeting.

Today, in preparation for the school board meeting, you will write a multi-paragraph argumentative essay in which you take a stance on the topic of financial literacy courses. 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.