

	<b>Claim 1: Reading.</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
<b>Target</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
	Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).	Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).	Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
1, 8	Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.
2	Students can identify the type or genre of a literary text (e.g., fables) and make predictions about the themes of the text; identify a theme or central idea presented in a text; and identify key ideas and events in a text.	Students can determine a theme, central idea, or author's purpose presented in a text using supporting evidence; determine key events in a text using supporting evidence; and determine the author's purpose in a text and in the author's choice of text type.	Students can analyze and summarize a theme, central idea, and author's purpose presented in a text using supporting evidence; analyze and summarize key events in a text using supporting evidence; and analyze the author's purpose in a text and in the author's choice of text type.
3, 10	Students can determine the meaning of a word or phrase based on its explicitly provided context in a text; determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text; and use resources to determine the correct meaning of an unknown word in a text.	Students can determine the meaning of a word or phrase based on its explicitly provided context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use etymology to determine the correct meaning of an unknown word or phrase in a text.	Students can determine the meaning of a word or phrase based on its explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; use etymology, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.
4, 11	Students can identify details or evidence within a text that support a conclusion.	Students can identify explicit or implicit details within a text that support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts;

			and identify explicit and implicit details within a text or texts that support that conclusion and inference.
5	Students can identify the use of literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within a text.	Students can describe or compare the use of or the relationships between literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within a text or across two texts.	Students can analyze and compare the impact of the relationships between literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within a text or across two texts.
6	Students can identify the overall structure of a text or the structure within a text.	Students can determine how the overall structure of a text or the structure within a text impacts meaning; and determine the impact of that structure on meaning.	Students can analyze how the overall structure of a text or the structure within a text impacts meaning; and analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
7, 14	Students can identify figurative language used in context; identify literary devices used in a text; and distinguish between denotative and connotative word meanings in the context of a text.	Students can interpret the meaning of figurative language used in context; interpret the intent and use of a literary device; and interpret the connotative meaning of words and phrases used in context.	Students can interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.
9	Students can identify a central idea or topic, supporting details, key events, or a procedure in a text.	Students can determine a central idea, topic, or subtopics in a text using supporting details; determine key events or a procedure in a text; and connect key details or steps in the correct order to support a central idea.	Students can analyze and summarize a central idea, topic, and subtopics in a text using supporting details; analyze and summarize key events and a procedure in a text; and connect key details and steps in the correct order to support a central idea.

12	Students can identify the interaction between elements of a text (e.g., events, people, ideas, topics) within a text; and identify conflicting information within a text.	Students can describe the relationship or interaction between elements of a text (e.g., events, people, ideas, topics) using explicit details within a text; and determine how conflicting information reveals the author's point of view within a text.	Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, topics) using explicit and implicit details within a text or across two texts; and analyze how conflicting information reveals the author's point of view within a text or across two texts.
13	Students can identify the structure of a text and text features (e.g., headings, formatting, indices); and describe the function of text structures to organize text.	Students can describe how the overall structure of a text or the inclusion of text features (e.g., headings, formatting, indices) impacts meaning; and interpret the impact of that structure on meaning.	Students can determine how the overall structure of a text or the inclusion of a text feature (e.g., headings, formatting, indices) impacts meaning; analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning; analyze the relationship and effectiveness between a text and other resources; and compare two different representations of the same idea or topic (e.g., graphic and text) and evaluate the relative effectiveness of each representation.
<p><b>Claim 2: Writing.</b> Students can produce effective writing for a range of purpose and audiences.  Note: In the machine-scorable portion of the test, students are not composing, but are reacting to composed texts in order to demonstrate knowledge, application, and synthesis of writing conventions. A separate, on-demand writing task will be developed to measure student composition. Extended writing should continue to be practiced and evaluated at the local level in conjunction with classroom activities. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity. For example, a student in Level 2 can edit for shifts in verb tense in a short, simple stimulus, while a student in Level 4 can edit for shifts in verb tense throughout a longer, more complex stimulus.</p>			
<b>Target</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
1	Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, revise, or	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a	Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information

	<p>elaborate narratives that engage and orient the reader by setting out a problem, situation, or observation; establishing a point of view; introducing a narrator or character(s); sequencing events logically; and providing a conclusion that follows from the narrative.</p> <p>Based on their understanding of explicit context, students can use information provided in a stimulus to create, revise, and elaborate well-developed narratives that apply narrative techniques such as including dialogue to convey events, experiences, or characters; and including words, phrases, or sensory language to convey a picture of the experiences, events, setting, or characters.</p>	<p>stimulus to develop, organize, or revise narratives that engage and orient the reader by setting out a problem, situation, or observation and its significance; establishing a point of view; introducing a narrator and character(s); using a variety of techniques, such as a sense of mystery, suspense, growth, or resolution, to sequence events so that they build on one another to create a coherent whole; and providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to create, revise, or elaborate well-developed narratives that apply narrative techniques such as including dialogue, sequencing, and reflection to convey events, experiences, or characters; including precise words, phrases, or sensory language to convey a vivid picture of the experiences, events, setting, and characters; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.</p>	<p>provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by setting out a problem, situation, and observation and its significance; establishing one or multiple point(s) of view; introducing a narrator and character(s); using a variety of techniques, such as a sense of mystery, suspense, growth, and resolution, to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; and providing a conclusion that follows from and reflects on what is experienced, observed, and resolved over the course of the narrative. When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to create, revise, and elaborate well-developed, complex narratives that apply narrative techniques, such as including dialogue, sequencing, and reflection to convey events, experiences, and characters; including precise words, phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters; and identifying details that should be deleted because they</p>
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			are inconsistent with the rest of the narrative.
3	<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements such as introducing topics and subtopics; organizing ideas, concepts, and information; providing some appropriate transitions and syntax to create cohesion and to clarify the relationships among ideas and concepts; and providing a conclusion.</p> <p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques such as developing the thesis by selecting supporting evidence; using common/tier 1 vocabulary and academic/tier 2 vocabulary; and deleting details that do not support the thesis.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements such as introducing complex topics and subtopics; organizing complex ideas, concepts, or information so that each element builds on that which precedes it to create a unified whole; providing appropriate or varied transitions and syntax to create cohesion or to clarify the relationships among complex ideas and concepts; and providing a conclusion that follows from and supports the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying the best use of elaboration techniques such as developing the thesis by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples from provided</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise informational or explanatory texts by identifying and applying improved organizational elements such as introducing complex topics and subtopics; organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole; relating text descriptions to graphics as appropriate; providing appropriate and varied transitions and syntax to create cohesion and to clarify the relationships among complex ideas and concepts; and providing a conclusion that follows from and supports the information or explanation presented such as articulating implications or the significance of a topic. When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise complex informational or explanatory texts by identifying the best use of elaboration techniques such as developing the</p>

		notes) appropriate to the audience's knowledge of the topic; using precise language, academic/tier 2 vocabulary, and domain-specific/tier 3 vocabulary to manage the complexity of the topic as needed; establishing and maintaining appropriate formal style and objective tone; and deleting details that do not support the thesis.	thesis by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, paraphrased and cited statements, examples from provided notes) appropriate to the audience's knowledge of the topic; using precise language and domain-specific/tier 3 vocabulary and techniques (e.g., metaphor, simile, analogy) to manage the complexity of the topic; establishing and maintaining appropriate formal style and objective tone; adding supporting visuals where appropriate; and deleting details that do not support the thesis.
6	<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements such as establishing a claim; identifying reasons and evidence to support the claim; providing some appropriate transitional strategies for coherence; and using common/tier 1 vocabulary for the argument.</p> <p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying the best use of elaboration techniques such as identifying relevant reasons from provided notes to support claims; identifying relevant evidence from</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements such as establishing a precise claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, counterclaims, reasons, evidence); using academic/tier 2 vocabulary for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s). When revising, students can reorganize</p>	<p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise arguments by identifying and applying improved organizational elements such as establishing a precise claim; organizing reasons and evidence to support claims to build a logical argument; providing appropriate transitional strategies for coherence (e.g., clarifying relationships between and among claims, counterclaims, reasons, evidence); using academic/tier 2 and domain-specific/tier 3 vocabulary appropriate for the argument; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s).</p>

	<p>provided notes to support reasons; identifying other claims; and deleting details that do not support the claim.</p>	<p>reasons and evidence to support an idea.</p> <p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying the best use of elaboration techniques such as referencing, including, or integrating relevant reasons from provided notes to support claims or counterclaims; referencing, including, or integrating relevant and credible evidence from provided notes to support reasons, claims, or counterclaims; acknowledging alternate or opposing claims; establishing a formal style, such as including appropriate sentence variety for audience and purpose; and deleting details that do not support the claim.</p>	<p>When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on their understanding of inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, and revise complex arguments by identifying and applying the best use of elaboration techniques such as referencing, including, and integrating relevant reasons from provided notes to support claims and counterclaims; referencing, including, and integrating relevant and credible evidence from provided notes to support reasons, claims, and counterclaims; addressing alternate and opposing claims; establishing and maintaining a formal style such as including appropriate sentence variety for audience and purpose; and deleting details that do not support the claim.</p>
8	<p>Students can identify and use academic/tier 2 words or phrases to convey the precise meaning of a text to inform or explain; identify words or phrases, including figurative or sensory language and telling details, to convey a picture of setting, character, events, experiences, or ideas in narrative writing; and identify general academic/tier 2 words or phrases to use in a text to precisely convey actions, emotions,</p>	<p>Students can identify and use the best academic/tier 2 or grade-level or below domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use better words or phrases to make vague language in a text more precise; identify and use precise words or phrases, including figurative or sensory language and telling details, to</p>	<p>Students can identify and use the best academic/tier 2 and domain-specific/tier 3 vocabulary words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use better words or phrases to make vague language in a text more precise; identify and use precise words or phrases, including figurative or sensory language and telling details, to convey a vivid picture of setting,</p>

	or states of being that are basic to a particular topic.	convey a vivid picture of setting, character, events, experiences, or ideas in narrative writing; and identify and use the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic and specific to a writing task.	character, events, experiences, and ideas in narrative writing; identify and use the best general academic/tier 2 or domain-specific/tier 3 words or phrases to use in a text to precisely convey actions, emotions, and states of being that are basic to a particular topic and specific to a writing task; and evaluate the effect of word choice on the audience in achieving a purpose.
9	Students can apply and edit some grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement, pronoun-antecedent agreement, corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two, there/their); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to separate items in a series; punctuation such as commas, dashes, and parentheses to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; correcting for parallel structure; correcting punctuation for semicolons to link two	Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two, there/their); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to separate items in a series; punctuation such as commas, dashes, and parentheses to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; correcting for parallel structure; correcting punctuation for semicolons to link two	Students can apply and edit almost all grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory or informational, and argumentative texts. Conventions at this grade and level of proficiency include refining knowledge of subject-verb agreement; pronoun-antecedent agreement; corrections for inappropriate sentence fragments and run-on sentences; frequently confused words (to/too/two, there/their); corrections for inappropriate shifts in verb tense; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to separate items in a series; punctuation such as commas, dashes, and parentheses to set off nonrestrictive or parenthetical elements; misplaced and dangling modifiers; inappropriate shifts in verb voice and mood; correcting for parallel structure; correcting punctuation for semicolons to link two



	or more closely related independent clauses; colons to introduce a list or quotation; capitalization and spelling of grade-appropriate words; and may also include conventions from the previous two grade levels.	or more closely related independent clauses; colons to introduce a list or quotation; capitalization and spelling of grade-appropriate words; and may also include conventions from the previous two grade levels.	or more closely related independent clauses; colons to introduce a list or quotation; capitalization and spelling of grade-appropriate words; and may also include conventions from the previous two grade levels.
	<p><b>Claim 3: Listening.</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.  Note: In the machine-scorable portion of the test, only listening will be assessed. Speaking should continue to be evaluated at the local level during classroom activities.</p>		
<b>Target</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
N/A	Students scoring in the Level 2 range typically comprehend audio presentations of low complexity and may be able to comprehend audio presentations of medium complexity.	Students scoring in the Level 3 range typically comprehend and analyze audio presentations of low complexity as well as comprehend audio presentations of medium complexity.	Students scoring in the Level 4 range typically comprehend and analyze audio presentations of medium and high complexity.
4	Students can identify the point of view, purpose, central idea, or key points of a presentation of low complexity; identify how information is presented and the effects of the delivery; and identify a quality of a presentation (e.g., credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence).	Students can identify or interpret the point of view, purpose, central idea, or key points of a presentation of low or medium complexity; determine how information is presented and the effects of the delivery; determine a quality of a presentation (e.g., credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence); support a conclusion based on content in a presentation; and integrate content from a presentation with material external to the presentation.	Students can interpret and analyze the point of view, purpose, central idea, and key points of a presentation of medium or high complexity; analyze how information is presented and the effects of the delivery; analyze a quality of a presentation (e.g., credibility, reliability, accuracy, soundness of reasoning, relevance or sufficiency of evidence); draw and support a conclusion based on content in a presentation; integrate content from a presentation with material external to the presentation; and explain or elaborate upon points made in a presentation.