

	Claim 1: Reading. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Target	Level 2	Level 3	Level 4
	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. They may be able to read very complex texts. 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 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 based on explicit 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 explicit 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 suffixes, affixes, and Greek or Latin common root words 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 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; and use suffixes, affixes, Greek and Latin root words, 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, 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, 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 or the structure within a text impacts meaning; and determine the impact of that structure on meaning.	Students can analyze how the overall structure 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 determine 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, a key event, 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	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

		the correct order to support a central idea.	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 purpose 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 purpose 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 a text feature (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 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.

Claim 2: Writing. 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 that are appropriate for the grade level. For example, a student in Level 2 can edit for errors in subject-verb agreement in a short, simple stimulus, while a student in Level 4 can edit for errors in subject-verb agreement throughout a longer, more complex stimulus.

Target	Level 2	Level 3	Level 4
1	Based on their understanding of explicit context, students can use information provided in a stimulus to	Based on their understanding of explicit context or an explicitly stated theme or central idea, students can	Based on inferences from context or an explicit or implicit theme or central idea, students can use information

	<p>develop, organize, or revise narratives that engage and orient the reader by establishing a context or setting; introducing a narrator or character(s); organizing a narrative with a sequence of events; using common transition strategies to convey sequence; and providing a closure.</p> <p>Based on their understanding of explicit context, students can use information provided in a stimulus to create and revise well-developed narratives that apply narrative techniques such as including dialogue to convey events or experiences; and including descriptive details and sensory language to convey events or experiences.</p>	<p>use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a context, setting, or point of view; introducing a narrator and character(s); organizing a narrative with a logical sequence of events or experiences that unfold naturally; using intermediate transition strategies to convey sequence and signal time or setting shifts; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea or topic.</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 and revise well-developed narratives that apply narrative techniques such as including dialogue to convey events or experiences; including descriptive details and sensory language to convey events or experiences; 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, or revise narratives that engage and orient the reader by establishing a context, setting, and point of view; introducing a narrator and character(s); organizing a narrative with a logical sequence of events and experiences that may include time shifts; using advanced transition strategies to convey sequence, establish pacing, and signal time or setting shifts based on understanding of the text; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea and theme.</p> <p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to create and revise well-developed, complex narratives that apply narrative techniques such as including dialogue to convey events and experiences; including descriptive details and sensory language to convey events and experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.</p>
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</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</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying and</p>

	<p>elements such as introducing and stating a thesis; organizing ideas and concepts; using transitional strategies; 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 identifying relevant supporting evidence; using common/tier 1 and academic/tier 2 vocabulary; and deleting details that do not support the thesis.</p>	<p>texts by identifying improved organizational elements such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically to structure writing (e.g., definition, classification, comparison and contrast, cause and effect); using appropriate transitional strategies for coherence; maintaining a consistent and appropriate tone; and providing a conclusion that follows from, is related to, or 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 including or integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples from notes provided) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary; establishing a formal style such as including appropriate sentence variety and complexity for audience and purpose; and deleting details that do not support the thesis.</p>	<p>applying improved organizational elements such as introducing and clearly stating a thesis; maintaining a clear focus; organizing ideas and concepts strategically to structure writing (e.g., definition, classification, comparison and contrast, cause and effect); relating text descriptions to graphics as appropriate; using appropriate transitional strategies for coherence; maintaining a consistent and appropriate tone for the topic and audience; and providing a conclusion that follows from, is related to, and supports the information or explanation presented. When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise complex informational or explanatory texts by identifying and applying the best use of elaboration techniques such as including and integrating relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, paraphrased and cited statements, examples from notes provided) appropriate for the focus; using precise language and domain-specific/tier 3 vocabulary to clarify and expand ideas; establishing and maintaining a formal style such as including appropriate sentence</p>
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			variety and complexity for audience and purpose; 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; organizing reasons and evidence to support claims; providing appropriate transitional strategies for coherence; using common/tier 1 vocabulary for the argument; 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 argumentative texts by identifying the best use of elaboration techniques such as identifying relevant reasons to support claims; identifying relevant evidence to support reasons; and deleting details that do not support the claim.</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 clear 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 appropriate 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 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 and/or notes to develop, organize, or revise argumentative texts by identifying the best use of elaboration techniques such as including and integrating relevant reasons to support claims; including</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise arguments by identifying and applying improved organizational elements such as establishing a clear 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 audience; and providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s). When revising, students can reorganize reasons and evidence to support an idea.</p> <p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus and/or notes to develop, organize, or revise complex argumentative texts by identifying and applying the best use of elaboration techniques such as including and integrating relevant</p>

		and integrating relevant and credible evidence to support claims; acknowledging alternate or opposing claims; establishing a formal style and tone such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.	reasons to support claims; including and integrating relevant and credible evidence to support claims; addressing alternate and opposing claims; establishing and maintaining a formal style and tone such as including appropriate sentence variety and complexity for the audience and purpose; and deleting details that do not support the claim.
8	Students can identify and use the best grade-appropriate academic/tier 2 words or phrases to convey the precise meaning of a text to inform or explain; identify and use concrete or sensory words or phrases to convey experiences or events in narrative writing; identify and use words or phrases to precisely convey events, experiences, or ideas in a text that are specific to a writing purpose; and identify and use general academic/tier 2 words or phrases to use in a text to precisely convey actions, emotions, or states of being that are basic to a particular topic.	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 the best concrete or sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey events, experiences, or ideas in a text that are specific to a writing purpose; identify 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 purpose; and identify and use precise and concise general academic/tier 2 or domain-specific/tier 3 words or phrases to avoid repetition or wordiness.	Students can identify and use the best academic/tier 2 or grade-level or above domain-specific/tier 3 words or phrases to convey the precise or intended meaning of a text to inform or explain; identify and use the best concrete or sensory words or phrases to precisely convey experiences or events in narrative writing; identify and use the best words or phrases to precisely convey events, experiences, or ideas in a text that are specific to a writing purpose; 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 purpose; identify and use precise and concise general academic/tier 2 or domain-specific/tier 3 words or phrases to avoid repetition or wordiness; and evaluate the effect of word choices on the audience in achieving a purpose.
9	Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and	Students can apply and edit most grade-appropriate grammar usage, capitalization, punctuation, and	Students can apply and edit almost all grade-appropriate grammar usage, capitalization, punctuation,

	<p>spelling to clarify a message and edit narrative, explanatory/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; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements and misplaced and dangling modifiers; identifying active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; identifying inappropriate shifts in verb voice and mood; correcting for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); spelling grade-appropriate words correctly; and may also include conventions from the previous two grades.</p>	<p>spelling to clarify a message and edit narrative, explanatory/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; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements and misplaced and dangling modifiers; identifying active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; identifying inappropriate shifts in verb voice and mood; correcting for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); spelling grade-appropriate words correctly; and may include conventions from the previous two grades.</p>	<p>and spelling to clarify a message and edit narrative, explanatory/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; punctuation to separate items in a series; inappropriate shifts in pronoun number and person; vague, ambiguous, or unclear pronoun references; punctuation to set off nonrestrictive or parenthetical elements; and misplaced and dangling modifiers; correcting active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs; correcting inappropriate shifts in verb voice and mood; correcting for punctuation (use of commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission); spelling grade-appropriate words correctly; and may include conventions from the previous two grades.</p>
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Claim 3: Listening. 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.			
Target	Level 2	Level 3	Level 4
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, motive, 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 (e.g., soundness of reasoning, relevance or sufficiency of evidence) of a presentation.	Students can identify or interpret the point of view, purpose, motive, 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 (e.g., soundness of reasoning, relevance or sufficiency of evidence) of a presentation; and support a conclusion based on content in a presentation.	Students can interpret and analyze the point of view, purpose, motive, 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 (e.g., soundness of reasoning, relevance or sufficiency of evidence) of a presentation; draw and support a conclusion based on content in a presentation; and explain or elaborate upon points made in a presentation.