Gallatin Gateway School District

SMARTER Balance Data Analysis

Spring 2017

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Introduction

This report contains data analysis of the Gallatin Gateway School District student performance on the SMARTER Assessment. The SMARTER Assessment is given each year to grades 3 – 8 for ELA and math. The first section of this report provides a summary of analysis results obtained from the data listed throughout this document. In addition, the first section compares and lists the conclusions from the data analysis. The report documents ELA and math results for 2015, 2016, and 2017 by grade level for students in the district compared to the student profile for the entire state of Montana. The analysis utilizes the percentage of students scoring proficient and advanced in the district compared to the state wide results for the same group. The next section provides the district with a year by year comparison of proficiency district wide in ELA and math along with an overall view of results on the test over time. The following section shows the district sub group performance compared to the state of Montana results for economically disadvantaged students, by gender for female and male students, results for special education students, and results by race. Only subgroups of sufficient size are analyzed in the report. The report analyzes and shows student performance on the standards listed for both ELA and math by looking at student performance at/near or above the standards. The next step in the analysis compares results for each grade level over the years that the test has been administered and follows that by tracking results for a class through each grade level where they took the test. The percentage of students achieving proficient and advanced is used as a base line when comparing trends in each grade level. The report goes on to analyze and display areas of strength and weakness by students in each grade level for ELA and math based on results from the assessment.

Differences in OPI Release of Smarter Balanced Results and ORS Data

The OPI released official Smarter Balanced results may differ from the results found on the ORS website. The reasons for the differences include the following: a) students listed for a school that did not participate in the test were given the lowest score and included in the novice category by the OPI for official calculations, but the ORS system did not include them, b) students taking the alternate assessment were included in the OPI calculations, but not in the ORS numbers, and c) students taking the test that were not enrolled for the entire academic year are included in the ORS and not in the OPI calculations. Since most of the data is found on the ORS website, that is the data analyzed in this report. The OPI was planning to release the official results in mid-July, but is now planning for late August or September. When the OPI does release the official data, this report will be updated with the official proficiency compared to the ORS proficiency in both math and ELA.
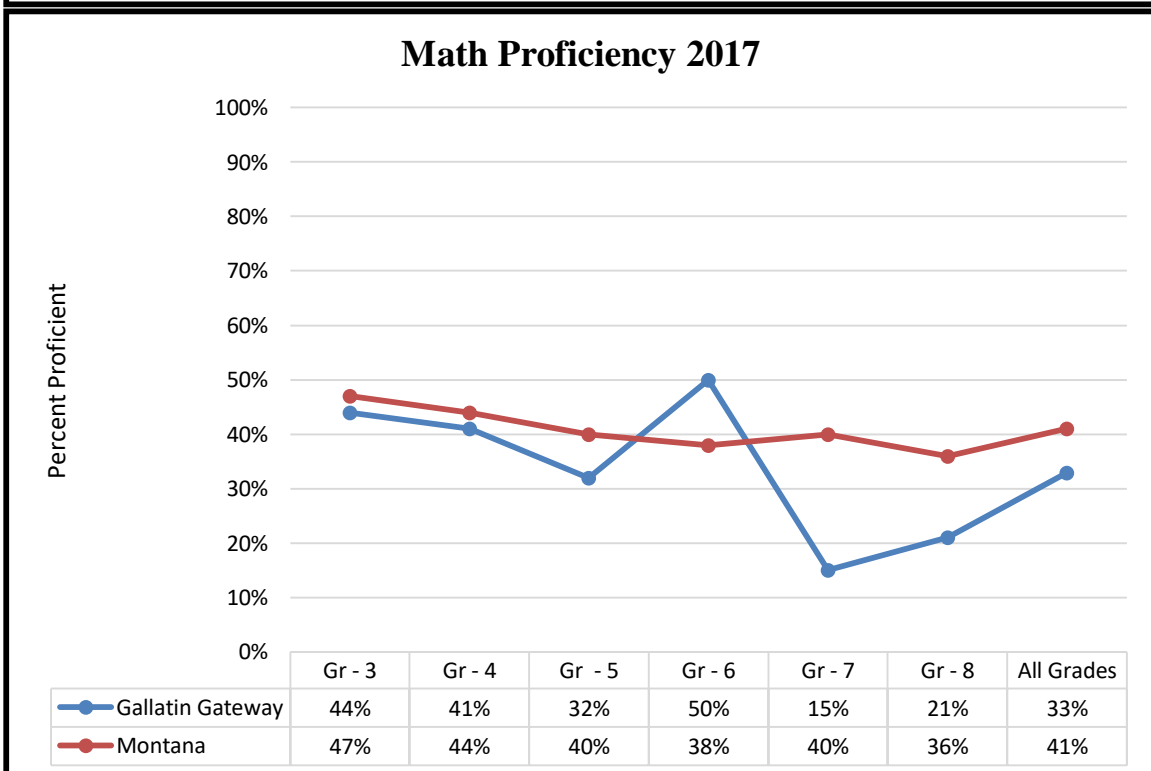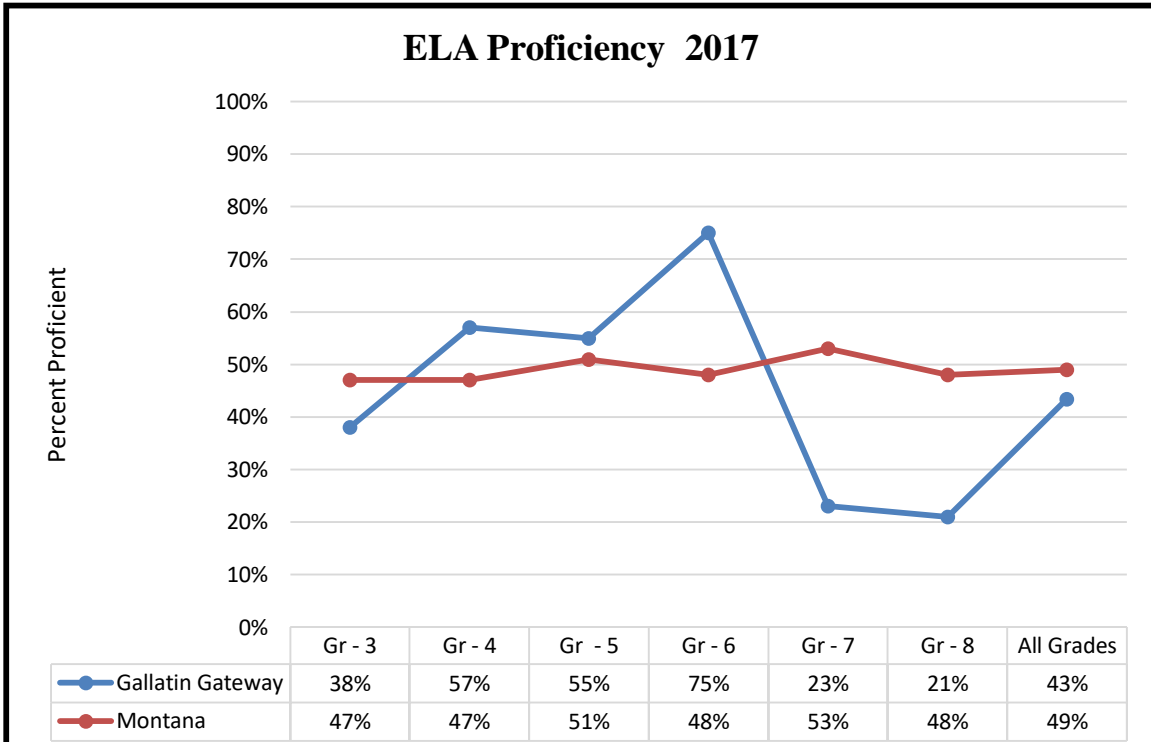
Summary of SMARTER Balance Data Analysis Results

➢ District students scored 43% proficient in ELA compared to the state at 49% and 33% proficient in math compared to the state at 41%.

➢ District ELA proficiency was 43% in 2017 and 51% in 2016. District math proficiency was 33% in 2017 and 41% in 2016.

➢ Special education students scored 50% proficient in 2017 for ELA.

➢ Female students scored about the same in 2016 and in 2017 for ELA. Male students dropped in proficiency from 2016 to 2017 for both ELA and math.

➢ The district scored very close to the state averages in all sub groups for ELA and math. Special education students scored well above the state in ELA.

➢ All district students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets in 2017.

➢ All district students scored the highest in listening and the lowest in research/inquiry on ELA targets in 2017.

➢ Female students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets.

➢ Female students scored the highest in listening and the lowest in research/inquiry on ELA targets. Male students scored the highest in listening and the lowest in writing on ELA targets.

➢ Female students scored 80% of the students at/near or above the standards in all ELA areas while male students were at 73%. All students scored 76.2% at/near or above the standards in all areas for ELA.

➢ Male students scored 67% of the students at/near or above the standards in all math areas while female students were at 63%. All students scored 65.3% at/near or above the standards in all areas for math.

➢ Student performance at/near or above the standards for ELA improved in reading for 2017 and was lower in the other areas, including overall results which were down 5.2%.

➢ Student performance in math was down in all areas for 2017. Overall performance was down 7.2% in math for 2017.

➢ Female students showed a 1% decrease in ELA from 2016 to 2017 and an 9% decrease in math over the same period on the percentage of students at/near or above the standards.

➢ Male students showed a 9% decrease in ELA and a 6% decrease in math from 2016 to 2017 on the percentage of students at/near or above the standards.

➢ Level 1 is the lowest and level 4 is the highest. The district had 31% of the students in level 2 for ELA and 36% for math. The next highest level was level 3 with 27% in ELA and level 1 at 31% in math. Level 2 students are nearing proficiency.

➢ See pages 27-46 for specific strengths and weaknesses in the ELA/Literacy Targets and Math Targets for district students in each grade.

SMARTER Balance Assessment Results

District ELA and Math Proficiency Compared to Montana for 2017

The following charts show the percent of proficient/advanced students in the district in 2017 by grade compared to the same group in Montana. District students scored 43% proficient in ELA compared to the state at 49% and 33% proficient in math compared to the state at 41%.

ELA Proficiency 2017

	Gr - 3	Gr - 4	Gr - 5	Gr - 6	Gr - 7	Gr - 8	All Grades
Gallatin Gateway	38%	57%	55%	75%	23%	21%	43%
Montana	47%	47%	51%	48%	53%	48%	49%

Math Proficiency 2017

	Gr - 3	Gr - 4	Gr - 5	Gr - 6	Gr - 7	Gr - 8	All Grades
Gallatin Gateway	44%	41%	32%	50%	15%	21%	33%
Montana	47%	44%	40%	38%	40%	36%	41%

District ELA and Math Proficiency for 2015, 2016, and 2017

The charts show proficiency in ELA and math over the three years of the SMARTER assessment compared to Montana. District ELA proficiency was 43% in 2017 and 51% in 2016. District math proficiency was 33% in 2017 and 41% in 2016.

ELA Proficiency 2015, 2016 & 2017

	2015	2016	2017
Gallatin Gateway		51%	43%
Montana	45%	50%	49%

Math Proficiency 2015, 2016 & 2017

	2015	2016	2017
Gallatin Gateway		41%	33%
Montana	38%	41%	41%
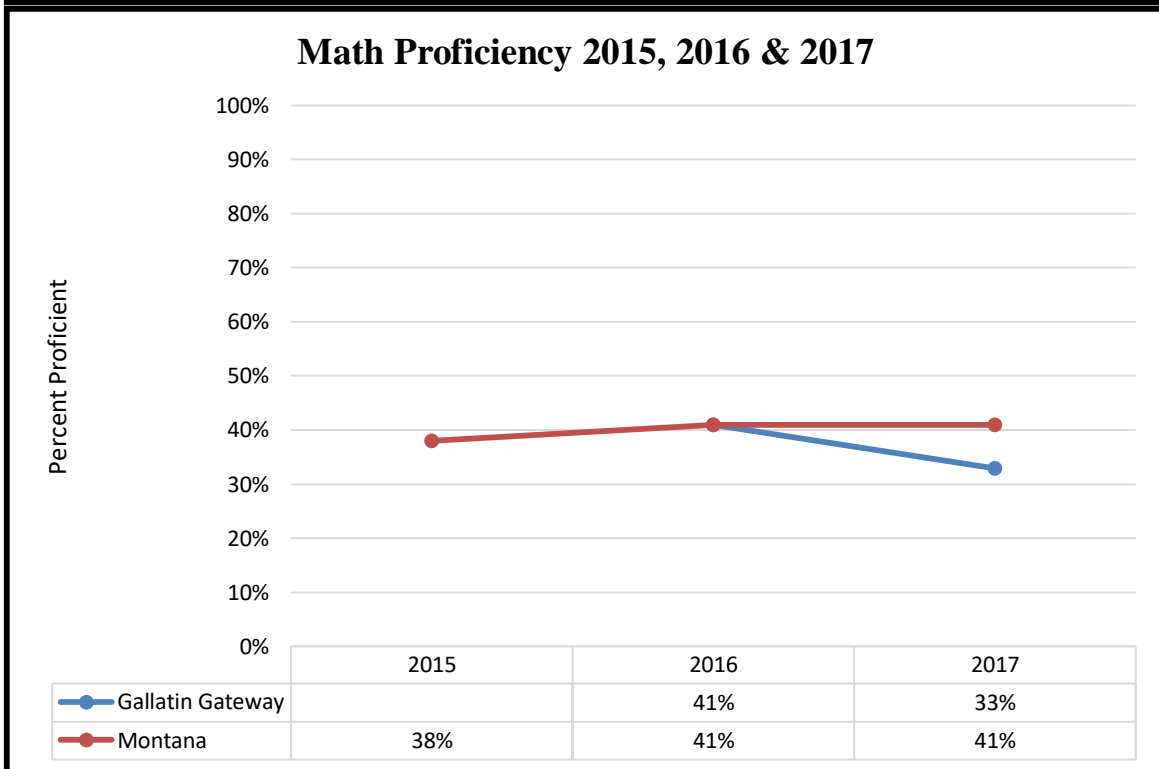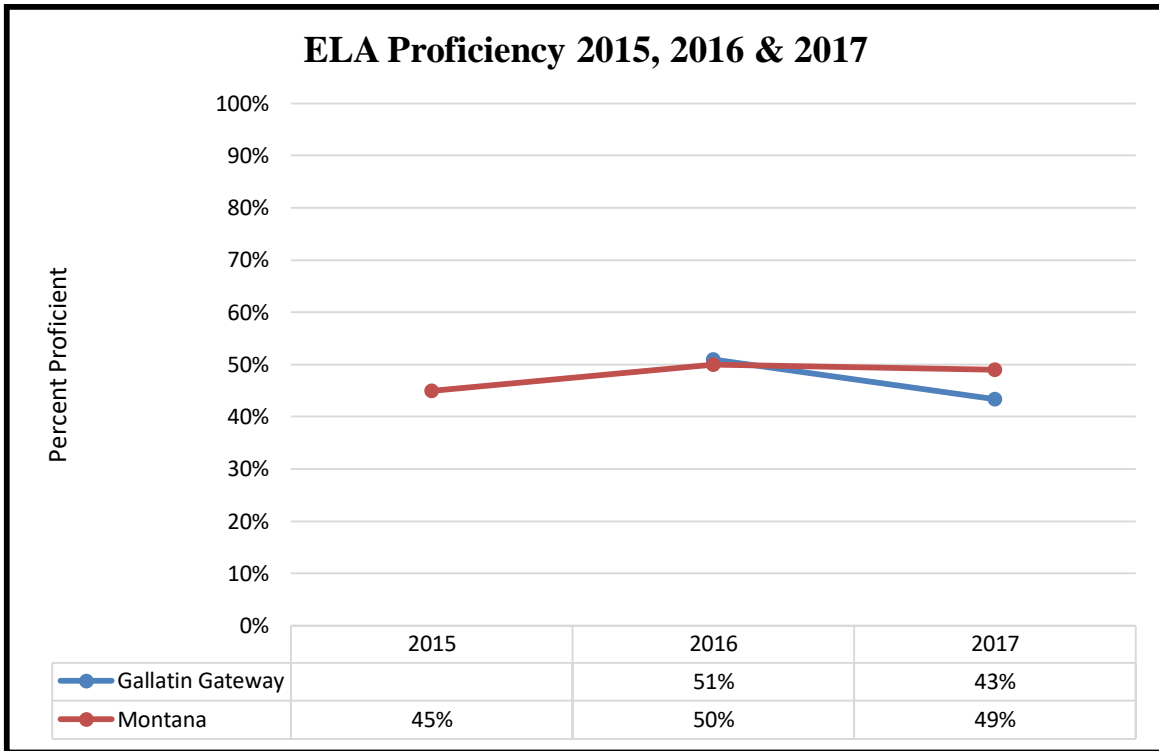
Proficiency of ELA and Math Sub Groups in the District

The following charts show sub group performance in the district in 2017 for ELA and math compared to 2016 and 2015 results. The district did not test in 2015. Special education students scored 50% proficient in 2017 for ELA.

District ELA Sub Group Proficiency

	Econ Disadvantaged	Female	Male	Spec Ed
2015				
2016	34%	49%	53%	0%
2017		48%	40%	50%

District Math Sub Group Proficiency

	Econ Disadvantaged	Female	Male	Spec Ed
2015				
2016	34%	38%	43%	33%
2017		31%	35%	17%
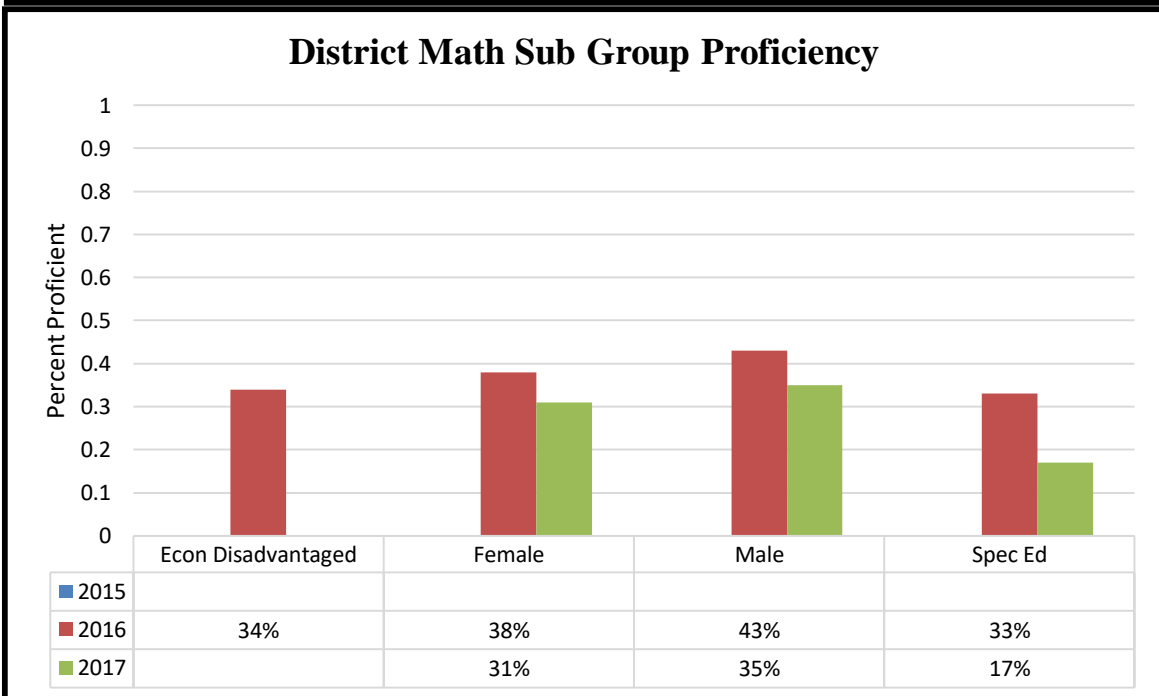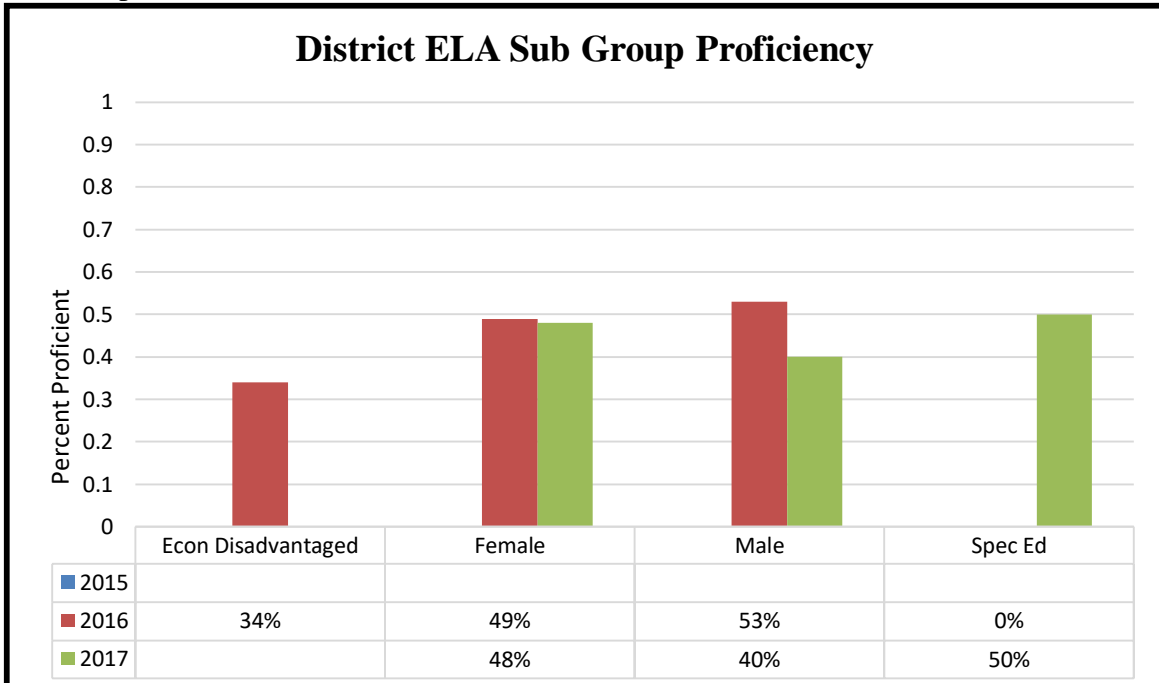
District Gender Proficiency for 2015, 2016, and 2017

The following charts show the proficiency of males and females for ELA and math in the district. Female students scored about the same in 2016 and in 2017 for ELA. Male students dropped in proficiency from 2016 to 2017 for both ELA and math.

District Gender Proficiency ELA 2015, 2016, & 2017

	2015	2016	2017
Female		49%	48%
Male		53%	40%

District Gender Proficiency Math 2015, 2016, & 2017

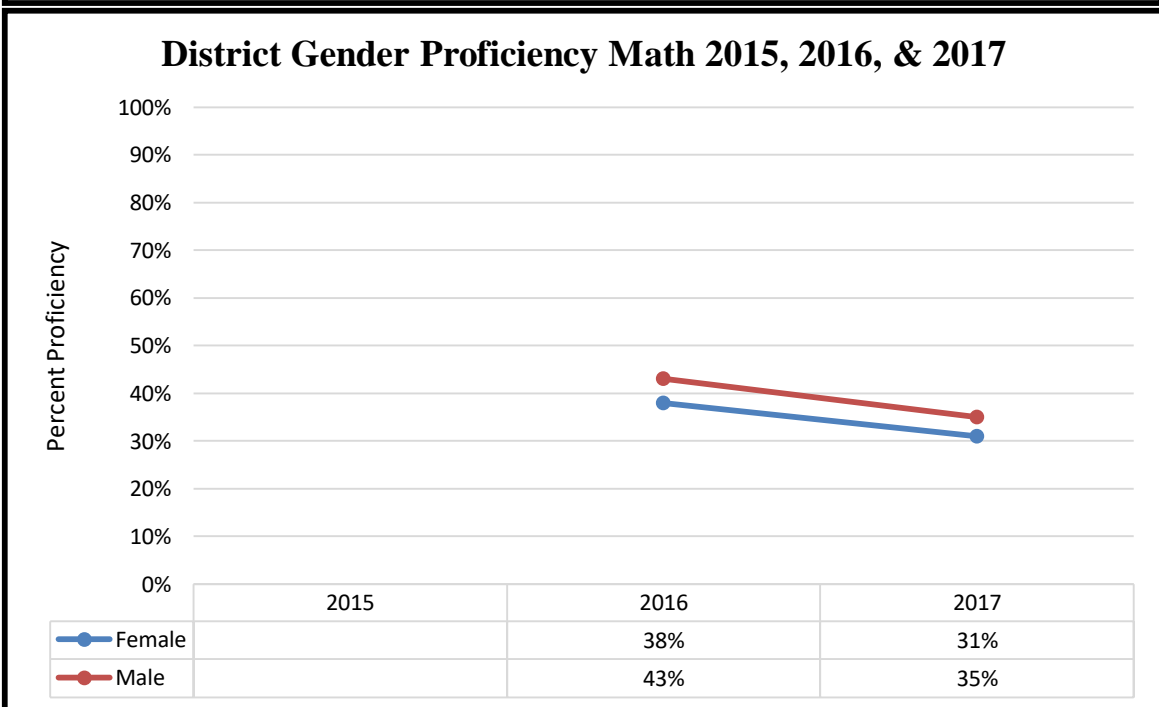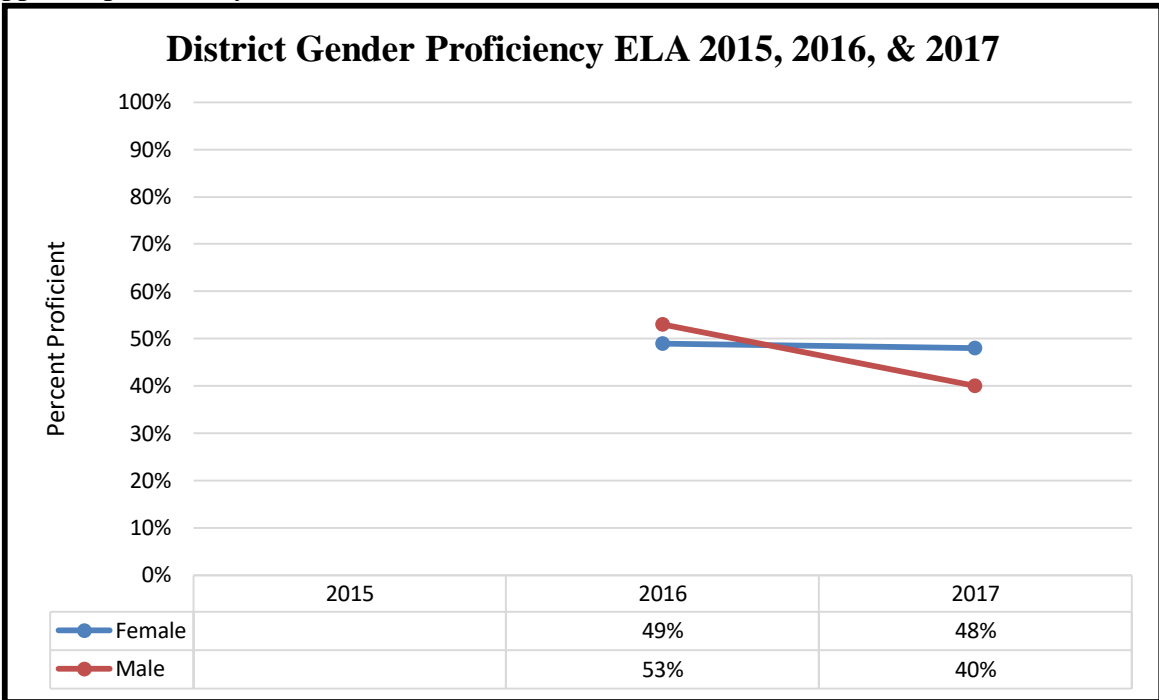|	2015	2016	2017
Female		38%	31%
Male		43%	35%

Proficiency of ELA and Math Sub Groups in the District for 2017

The following charts show sub group performance in the district in 2017 for ELA and math compared to Montana. The district scored very close to the state averages in all sub groups for ELA and math. Special education students scored well above the state in ELA.

2017 ELA Sub Group Proficiency

Percent Proficient

	Econ Disadvantaged	Female	Male	Spec Ed
Gallatin Gateway		48%	40%	50%
Montana	33%	55%	43%	14%

2017 Math Sub Group Proficiency

Percent Proficient

	Econ Disadvantaged	Female	Male	Spec Ed
Gallatin Gateway		31%	35%	17%
Montana	27%	41%	41%	12%
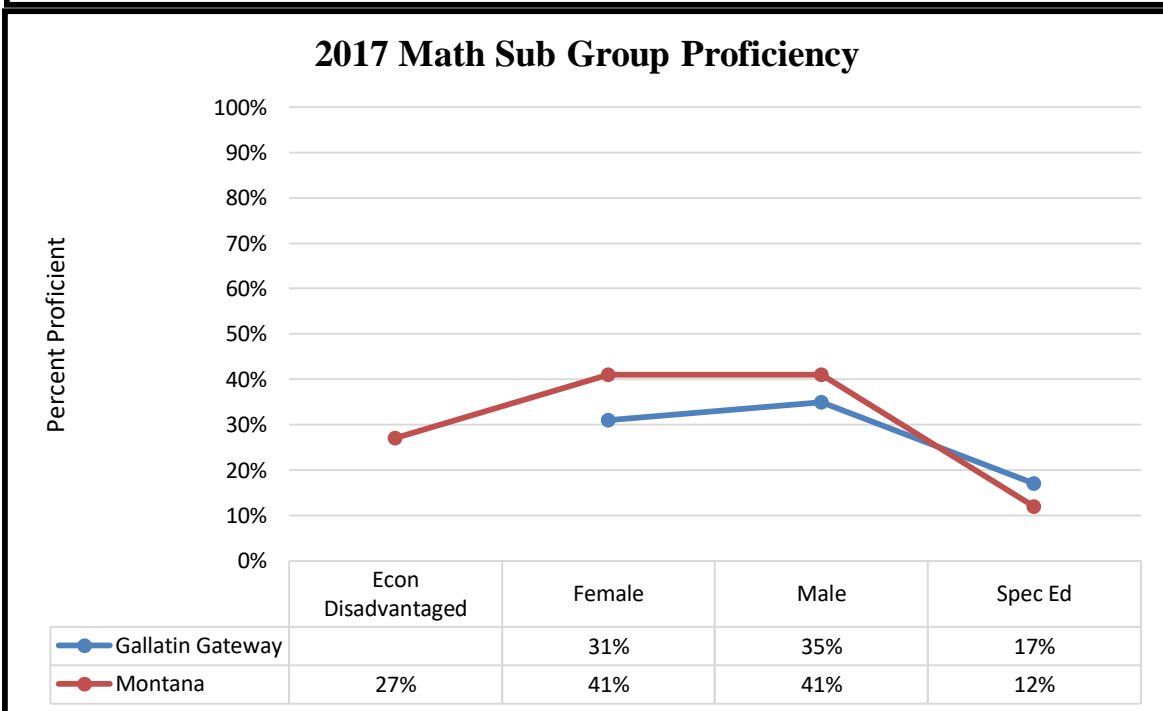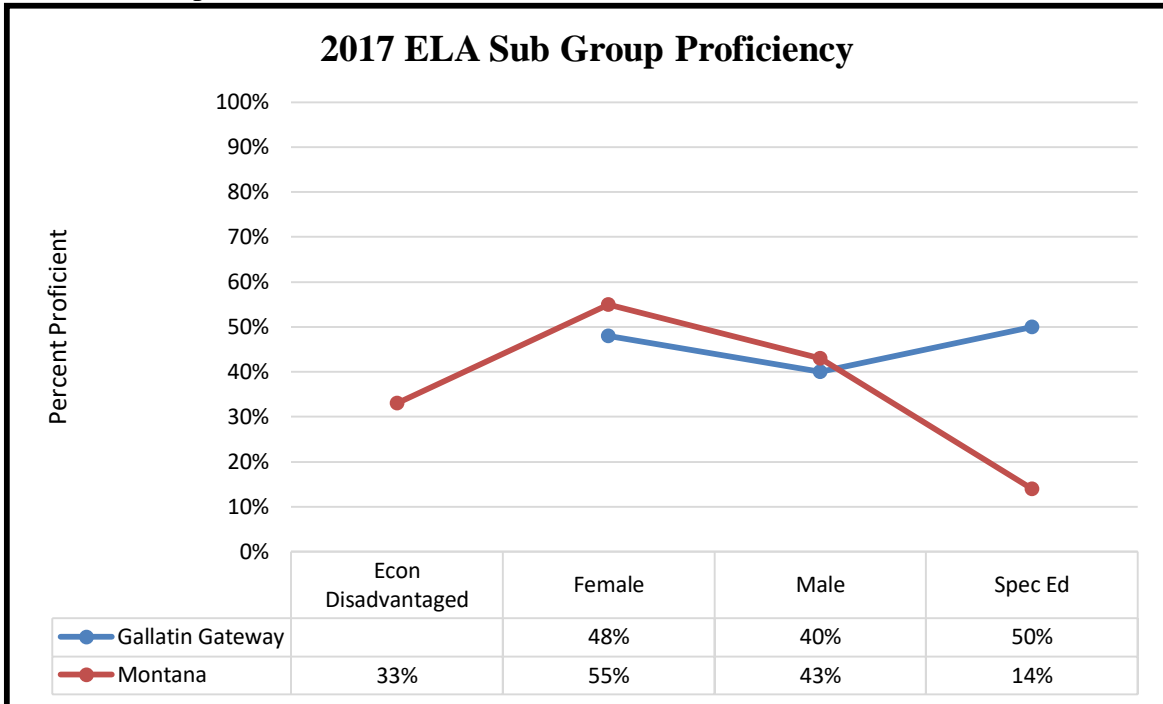
Math Achievement at/Near or Above the Standards for 2017

The following charts show student performance at/near or above the standards for math topics: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. All district students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets in 2017.
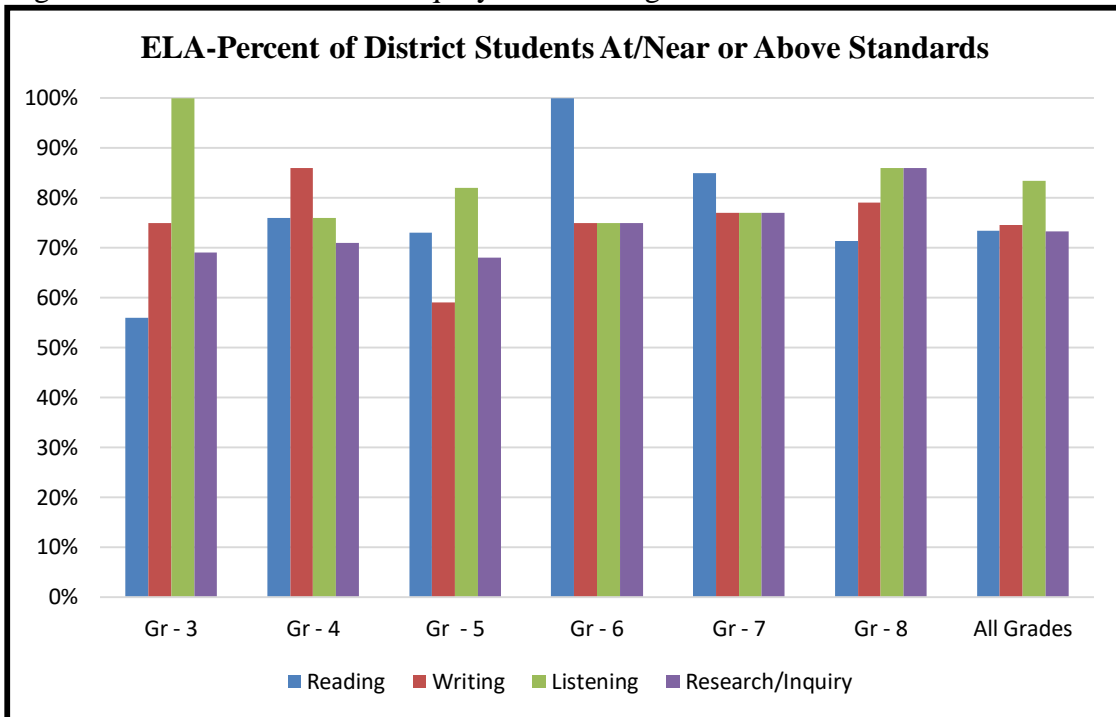
Math-Percent of District Students At/Near or Above Standards
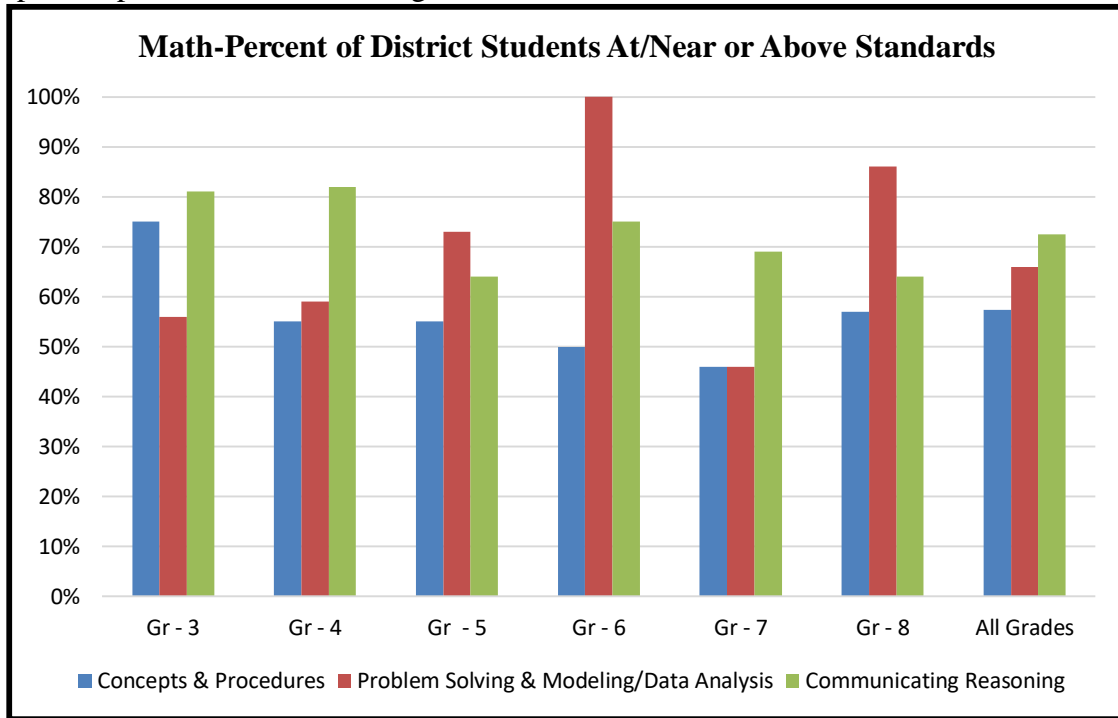
The following chart shows the percentage of students at/near or above the standards for each of the specific math areas by grade.

Grades	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning
Grade - 3	75%	56%	81%
Grade - 4	55%	59%	82%
Grade - 5	55%	73%	64%
Grade - 6	50%	100%	75%
Grade - 7	46%	46%	69%
Grade - 8	57%	86%	64%
All Grades	57.3%	66.0%	72.5%

ELA Achievement at/Near or Above the Standards for 2017

The following charts show student performance at/near or above the standards for ELA topics: reading, writing, listening, and research/inquiry. All district students scored the highest in listening and the lowest in research/inquiry on ELA targets in 2017.
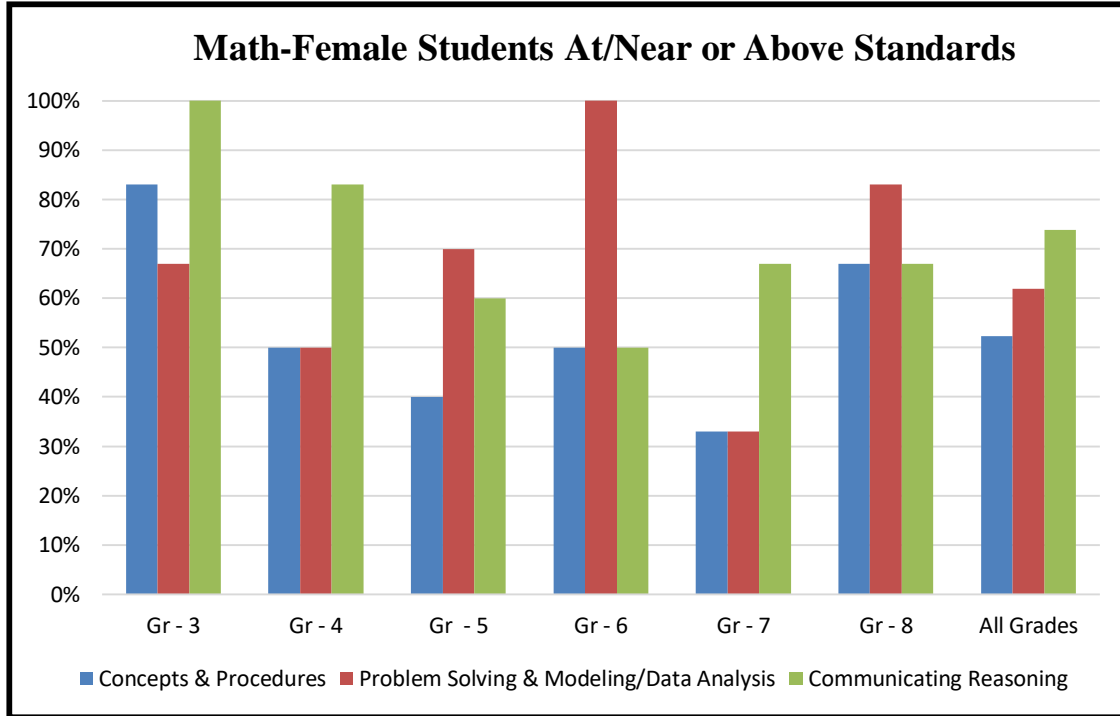
ELA-Percent of District Students At/Near or Above Standards

The following chart shows the percentage of students at/near or above the standards for each of the specific ELA areas by grade.

| Grades	Reading	Writing	Listening	Research/Inquiry
Grade - 3	56%	75%	100%	69%
Grade - 4	76%	86%	76%	71%
Grade - 5	73%	59%	82%	68%
Grade - 6	100%	75%	75%	75%
Grade - 7	85%	77%	77%	77%
Grade - 8	71%	79%	86%	86%
All Grades	73.4%	74.6%	83.4%	73.3%

Math Achievement at/Near or Above the Standards in 2017 by Gender

The following charts show student performance by gender at/near or above the standards for math topics: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning. Female students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets. Male students scored the highest in communicating reasoning and the lowest in concepts and procedures on math targets.

Math-Female Students At/Near or Above Standards

The following chart shows the percentage of female students at/near or above the standards for each of the specific math areas by grade.

Grades	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning
Grade - 3	83%	67%	100%
Grade - 4	50%	50%	83%
Grade - 5	40%	70%	60%
Grade - 6	50%	100%	50%
Grade - 7	33%	33%	67%
Grade - 8	67%	83%	67%
All Grades	52.3%	61.9%	73.8%
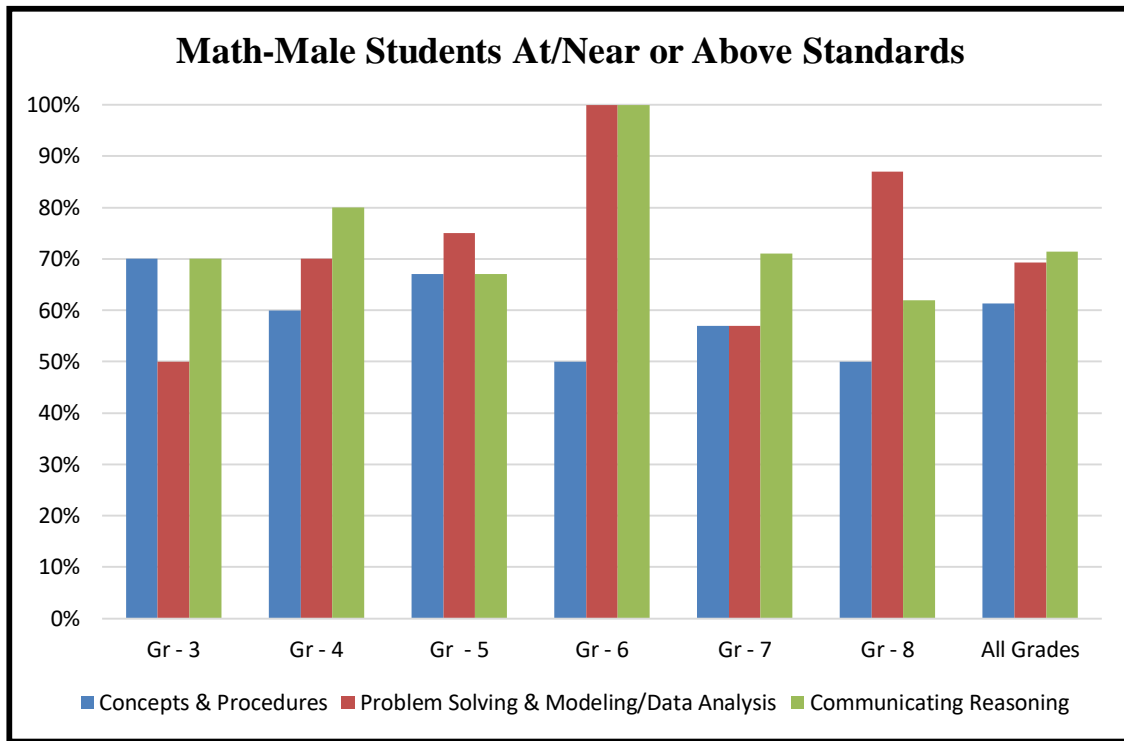
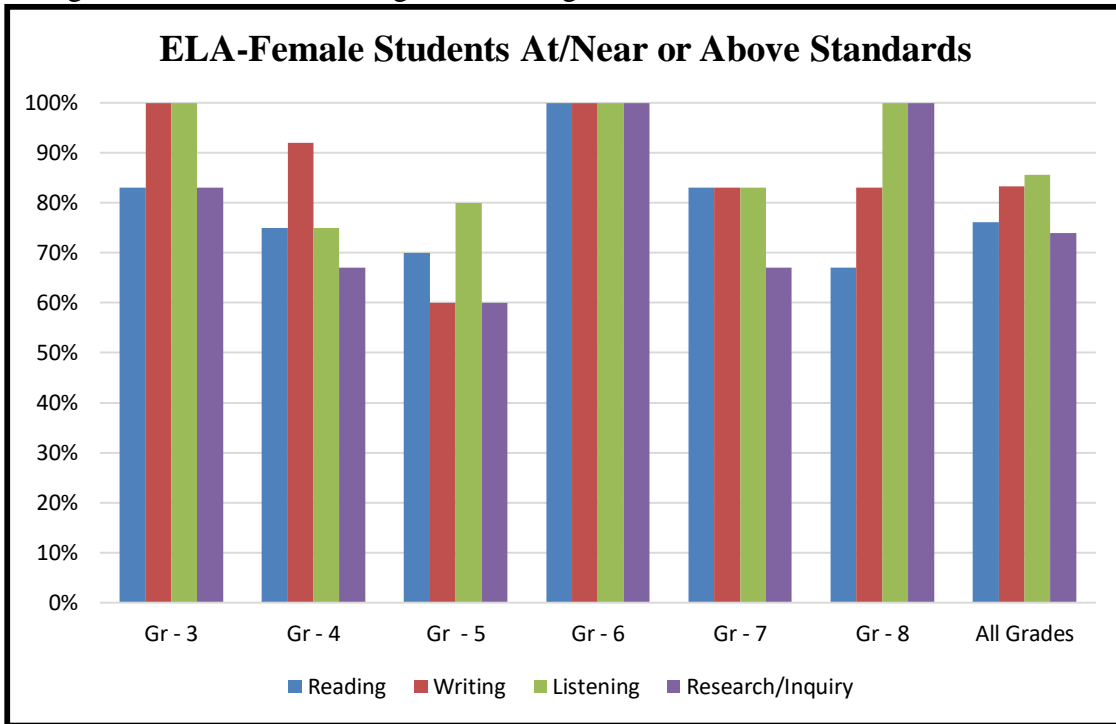## Math-Male Students At/Near or Above Standards

The following chart shows the percentage of male students at/near or above the standards for each of the specific math areas by grade.

| Grades	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning
Grade - 3	70%	50%	70%
Grade - 4	60%	70%	80%
Grade - 5	67%	75%	67%
Grade - 6	50%	100%	100%
Grade - 7	57%	57%	71%
Grade - 8	50%	87%	62%
All Grades	61.3%	69.3%	71.4%

ELA Achievement at/Near or Above the Standards in 2017 by Gender

The following charts show student performance by gender at/near or above the standards for ELA topics: ELA, writing, listening, and research/inquiry. Female students scored the highest in listening and the lowest in research/inquiry on ELA targets. Male students scored the highest in listening and the lowest in writing on ELA targets.

The following chart shows the percentage of female students at/near or above the standards for each of the specific ELA areas by grade.

Grades	Reading	Writing	Listening	Research/Inquiry
Grade - 3	83%	100%	100%	83%
Grade - 4	75%	92%	75%	67%
Grade - 5	70%	60%	80%	60%
Grade - 6	100%	100%	100%	100%
Grade - 7	83%	83%	83%	67%
Grade - 8	67%	83%	100%	100%
All Grades	76.1%	83.3%	85.7%	73.9%
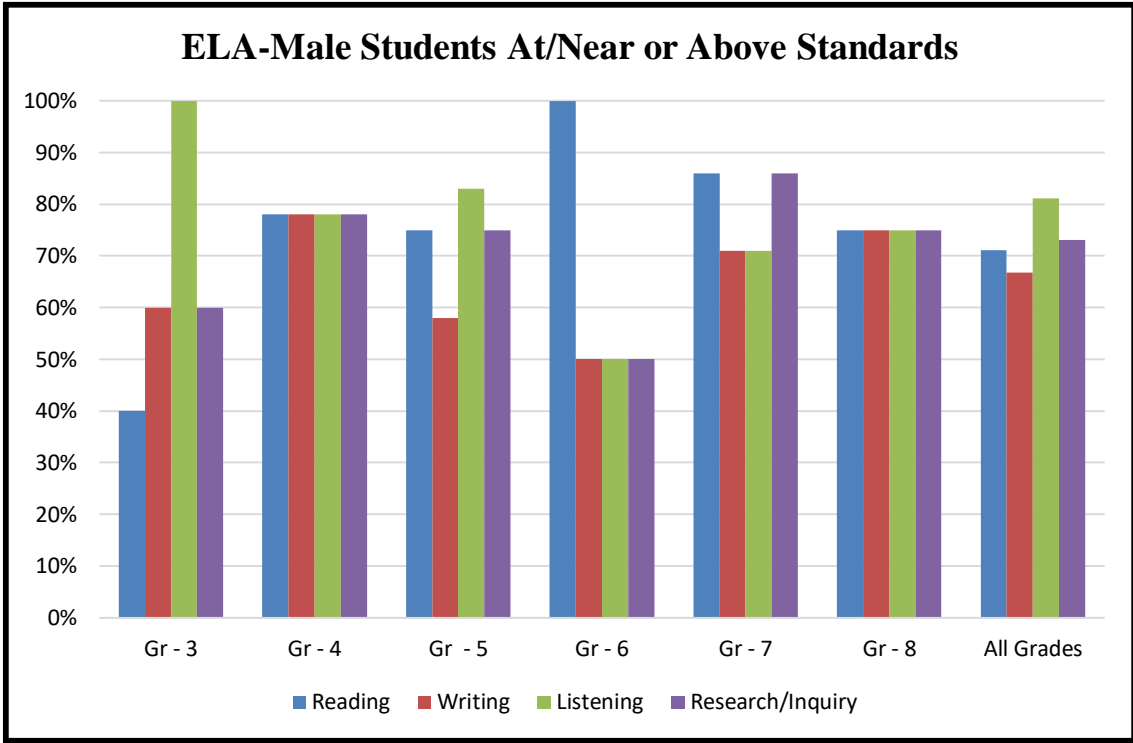
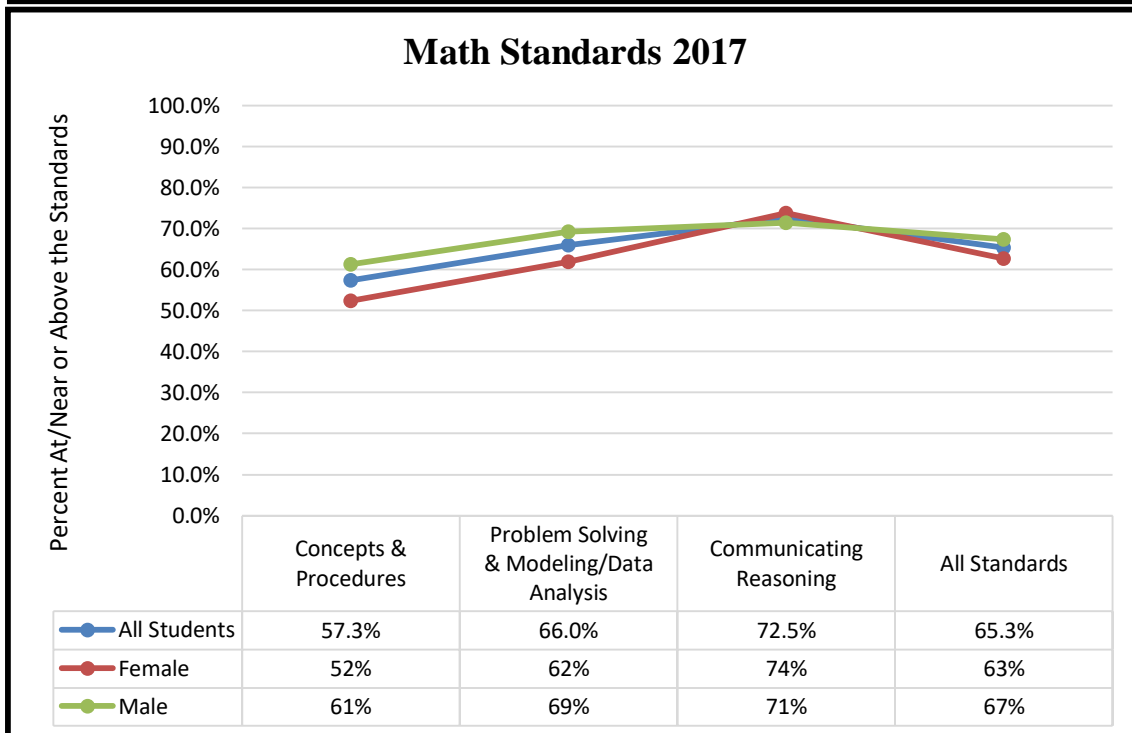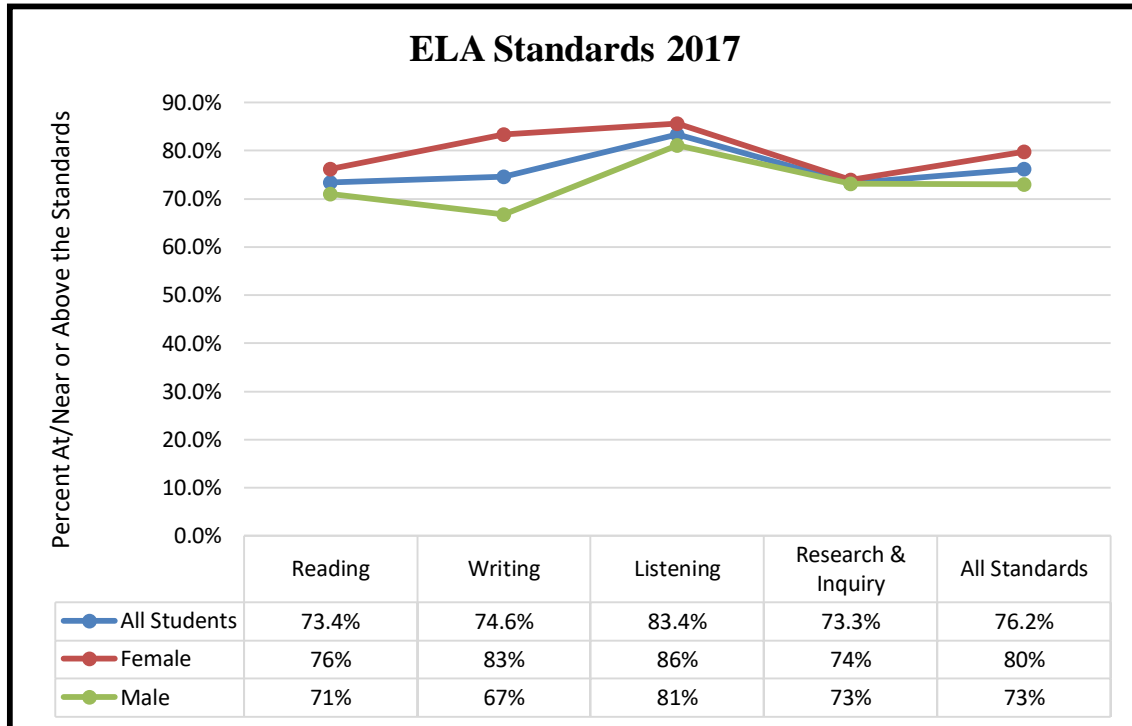## ELA-Male Students At/Near or Above Standards

The following chart shows the percentage of male students at/near or above the standards for each of the specific ELA areas by grade.

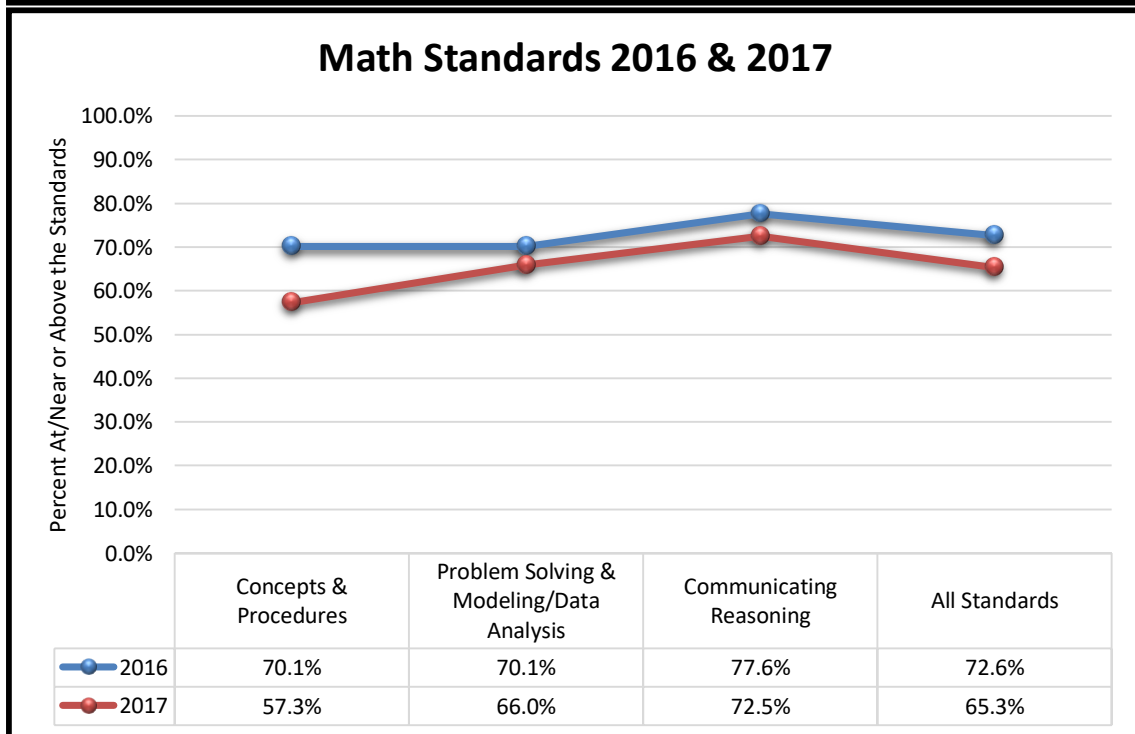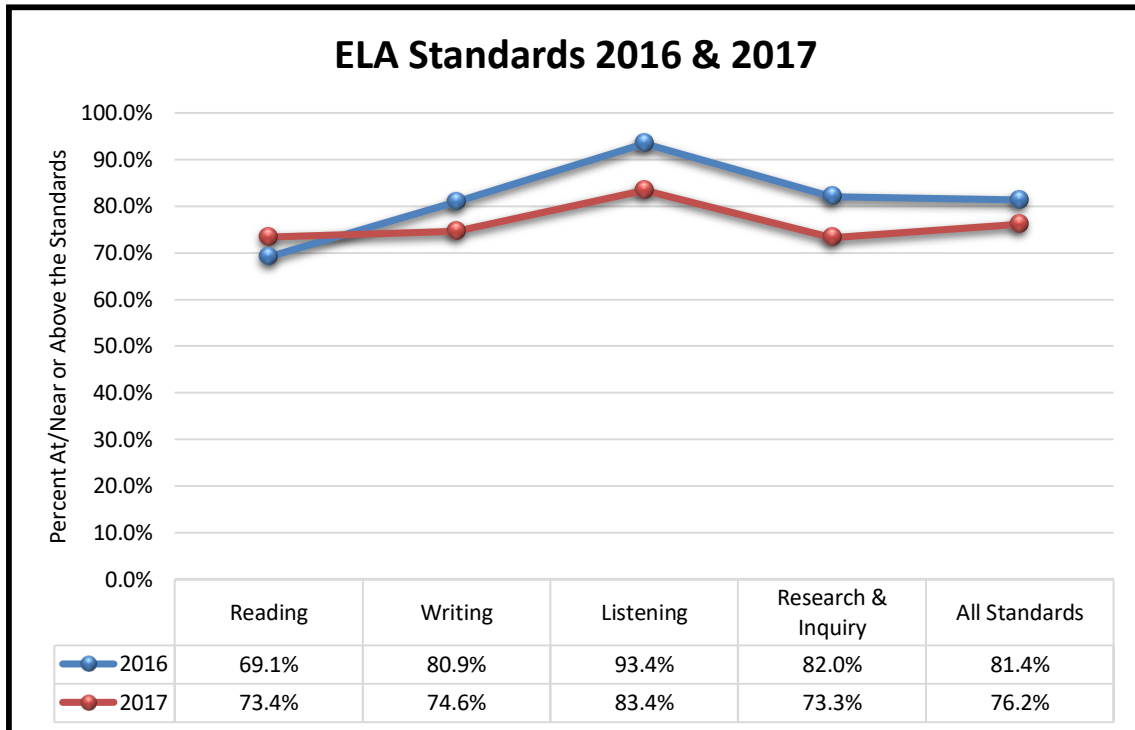| Grades	Reading	Writing	Listening	Research/Inquiry
Grade - 3	40%	60%	100%	60%
Grade - 4	78%	78%	78%	78%
Grade - 5	75%	58%	83%	75%
Grade - 6	100%	50%	50%	50%
Grade - 7	86%	71%	71%	86%
Grade - 8	75%	75%	75%	75%
All Grades	71.1%	66.8%	81.1%	73.1%

ELA and Math Achievement at/Near or Above the Standards for 2017

The following charts show student performance at/near or above the standards for ELA and math standards including all standards by all students and by gender. Female students scored 80% of the students at/near or above the standards in all ELA areas while male students were at 73%. All students scored 76.2% at/near or above the standards in all areas for ELA. Male students scored 67% of the students at/near or above the standards in all math areas while female students were at 63%. All students scored 65.3% at/near or above the standards in all areas for math.

ELA Standards 2017

	Reading	Writing	Listening	Research & Inquiry	All Standards
All Students	73.4%	74.6%	83.4%	73.3%	76.2%
Female	76%	83%	86%	74%	80%
Male	71%	67%	81%	73%	73%

Math Standards 2017

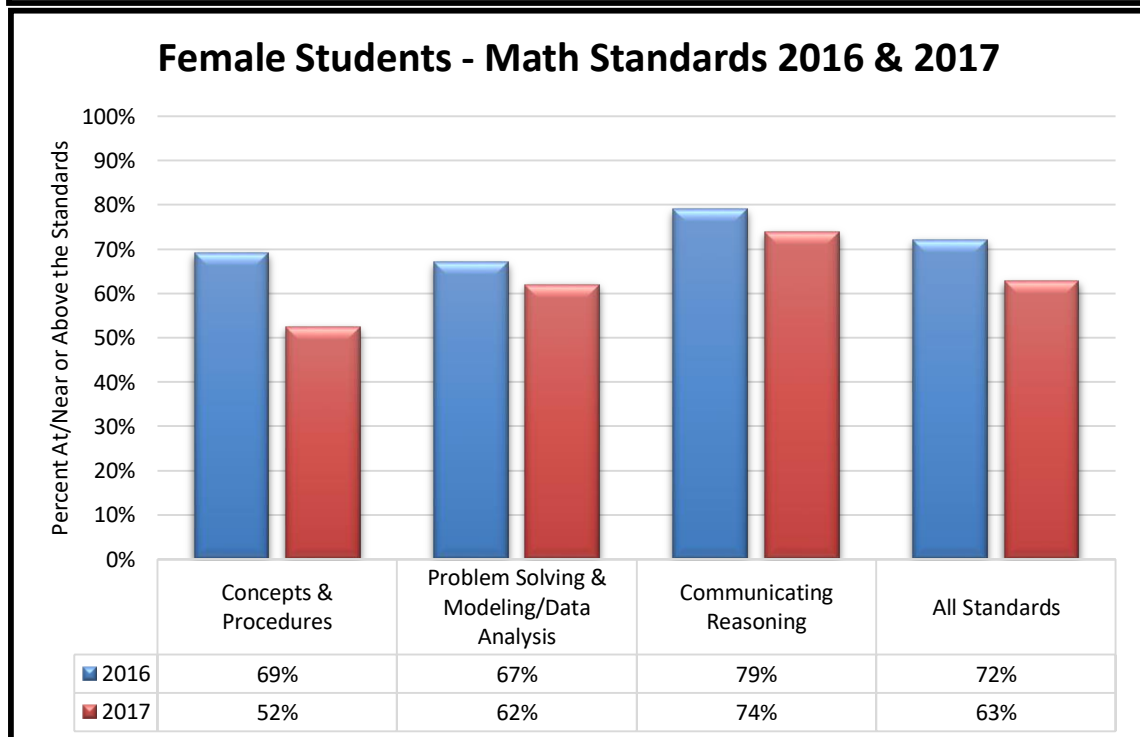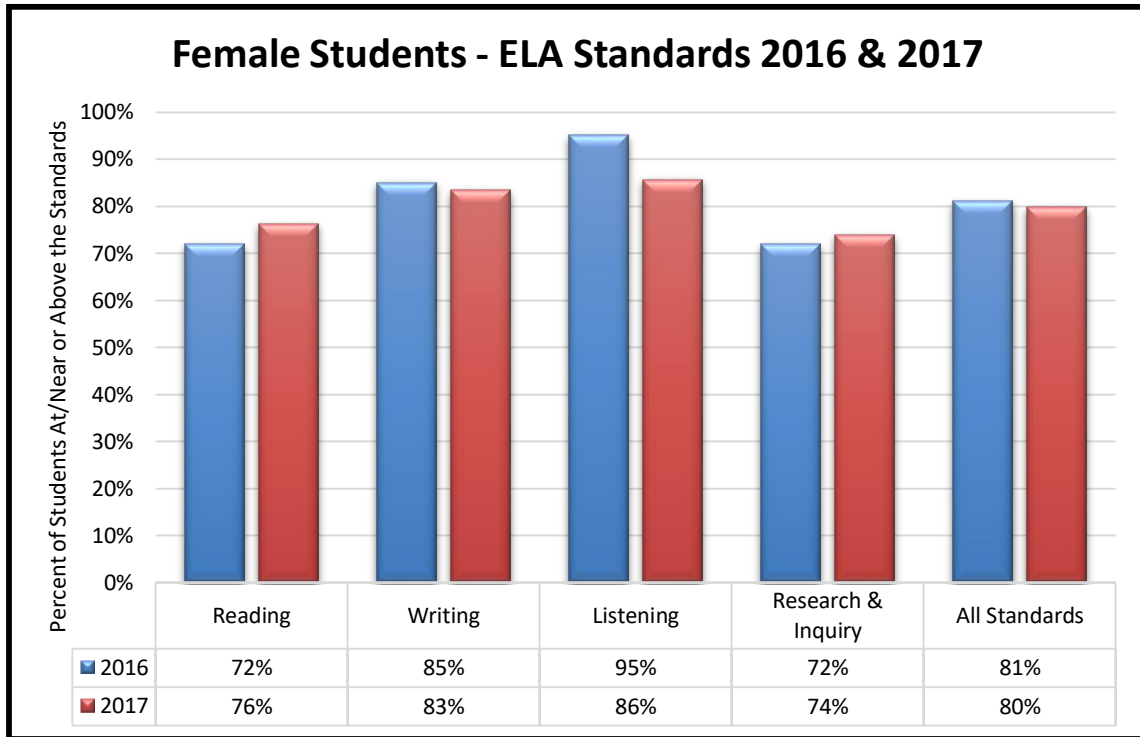|	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning	All Standards
All Students	57.3%	66.0%	72.5%	65.3%
Female	52%	62%	74%	63%
Male	61%	69%	71%	67%

ELA and Math Achievement at/Near or Above the Standards for 2016 & 17

The following charts show student performance at/near or above the standards for ELA and math comparing 2016 and 2017. Student performance at/near or above the standards for ELA improved in reading for 2017 and was lower in the other areas, including overall results which were down 5.2%. Student performance in math was down in all areas for 2017. Overall performance was down 7.2% in math for 2017.

ELA Standards 2016 & 2017

	Reading	Writing	Listening	Research & Inquiry	All Standards
2016	69.1%	80.9%	93.4%	82.0%	81.4%
2017	73.4%	74.6%	83.4%	73.3%	76.2%

Math Standards 2016 & 2017

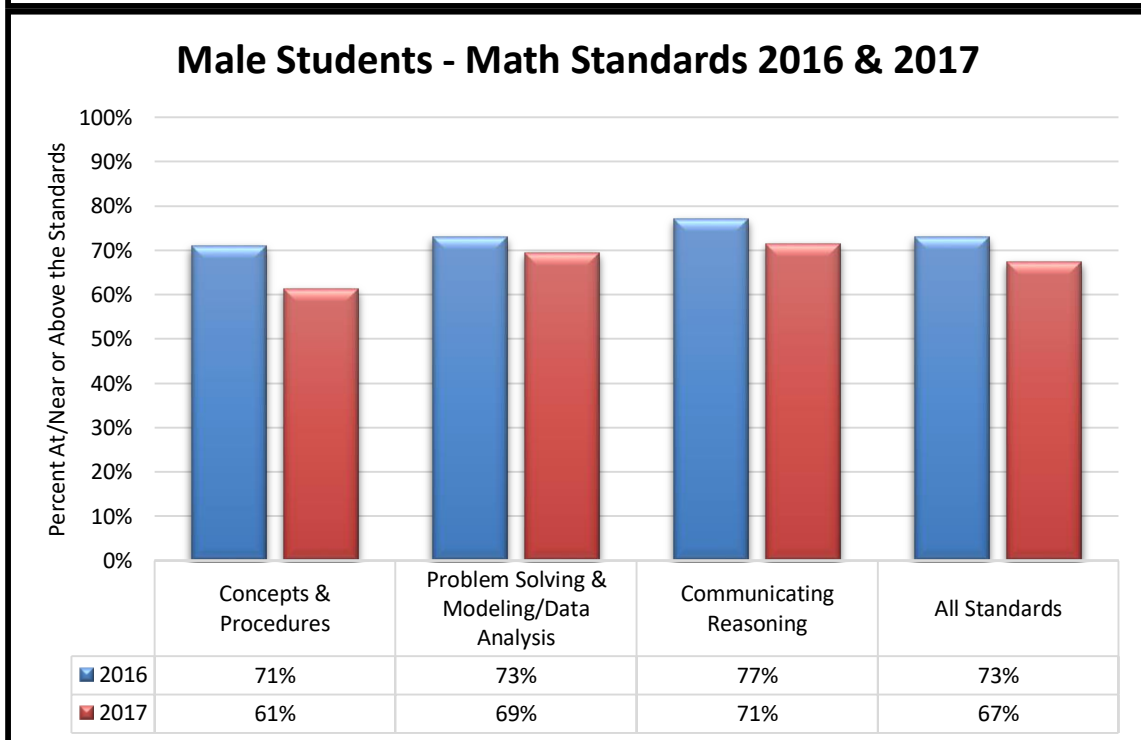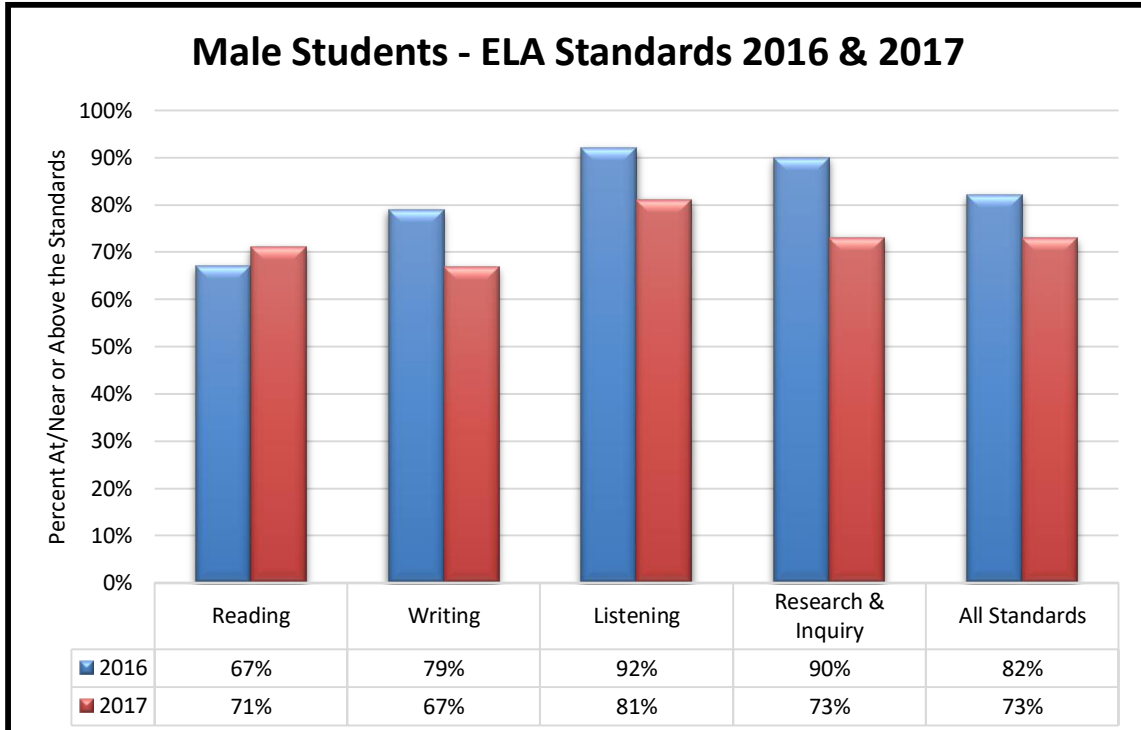|	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning	All Standards
2016	70.1%	70.1%	77.6%	72.6%
2017	57.3%	66.0%	72.5%	65.3%

ELA & Math Achievement at/Near or Above the Standards by Gender

The following charts show student performance by gender at/near or above the standards for ELA and math comparing 2016 and 2017. Female students showed a 1% decrease in ELA from 2016 to 2017 and an 9% decrease in math over the same period on the percentage of students at/near or above the standards.

Female Students - ELA Standards 2016 & 2017

	Reading	Writing	Listening	Research & Inquiry	All Standards
2016	72%	85%	95%	72%	81%
2017	76%	83%	86%	74%	80%

Female Students - Math Standards 2016 & 2017

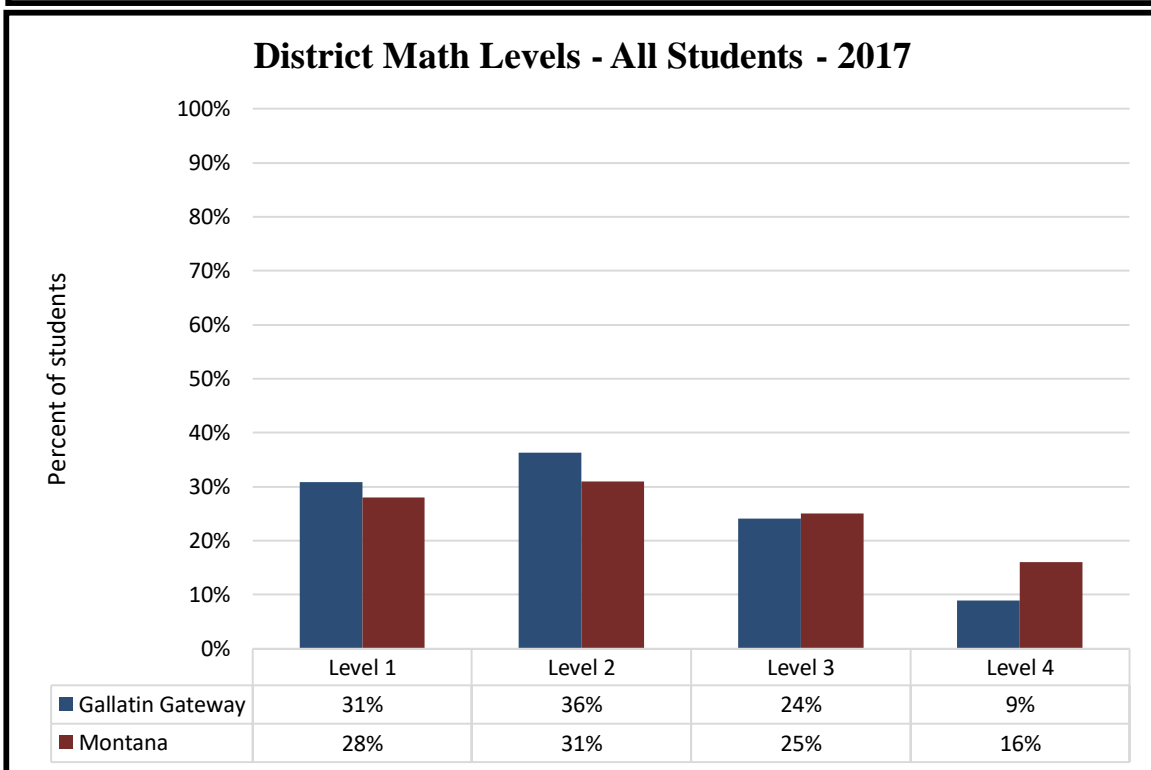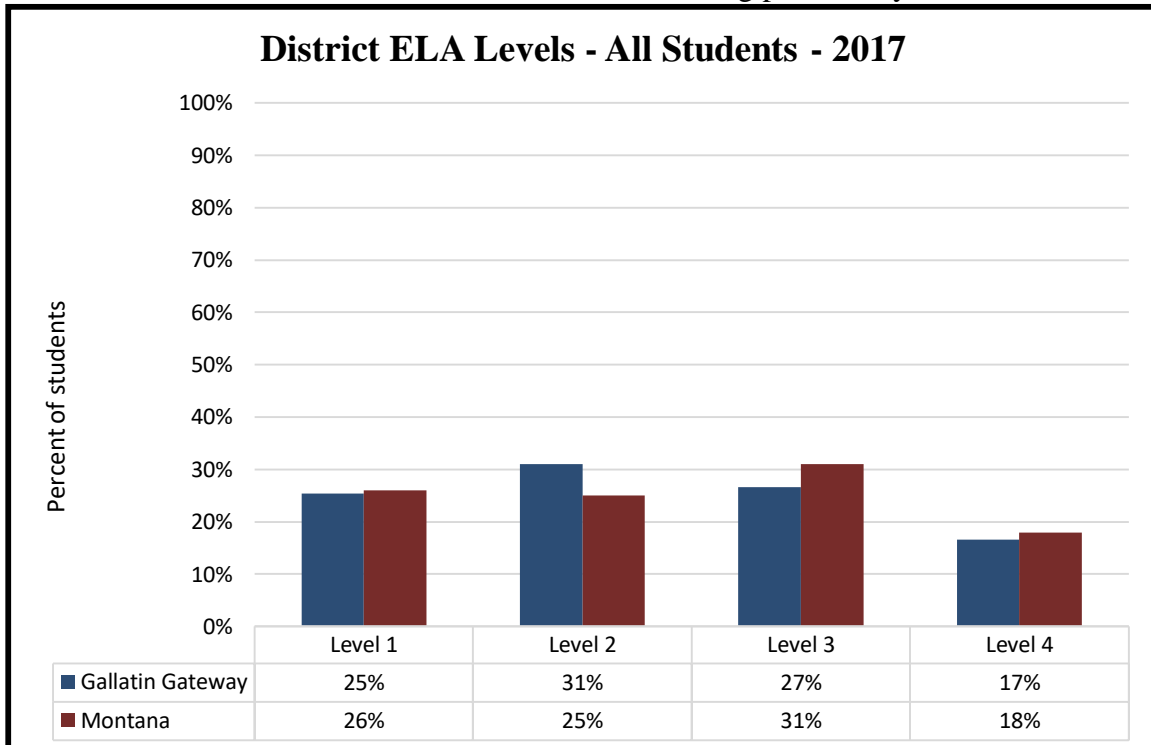|	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning	All Standards
2016	69%	67%	79%	72%
2017	52%	62%	74%	63%

Male students showed a 9% decrease in ELA and a 6% decrease in math from 2016 to 2017 on the percentage of students at/near or above the standards.
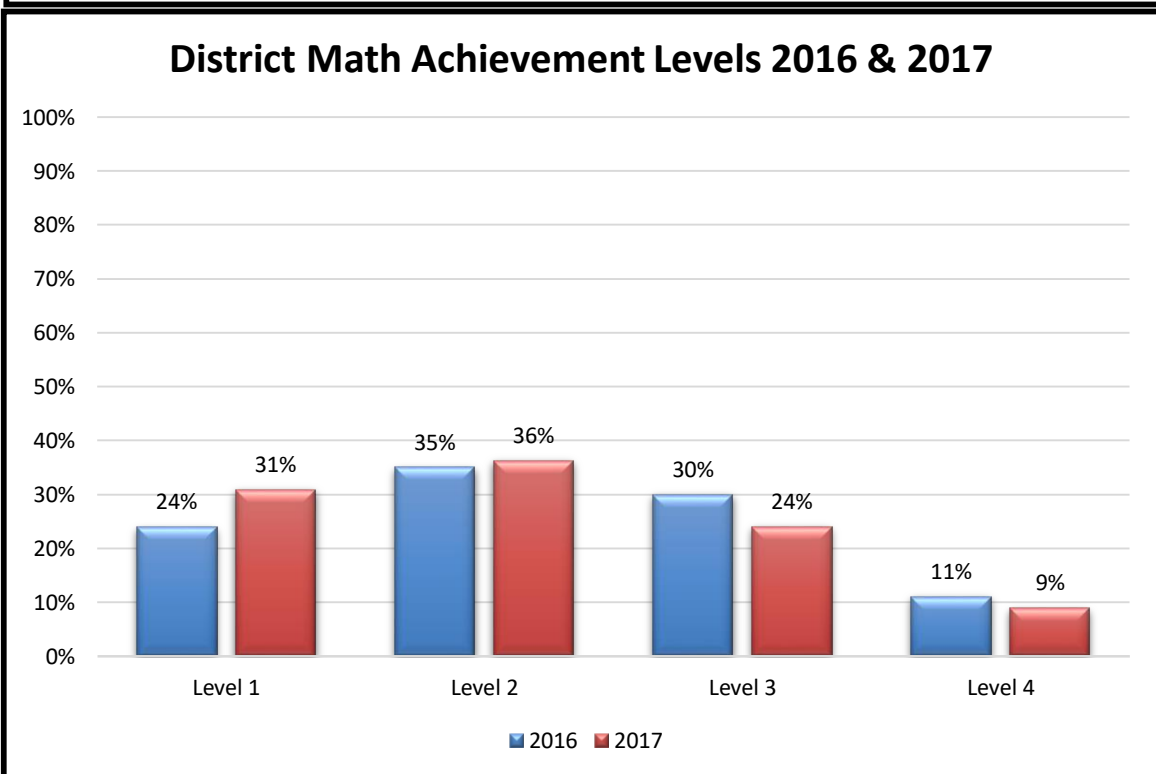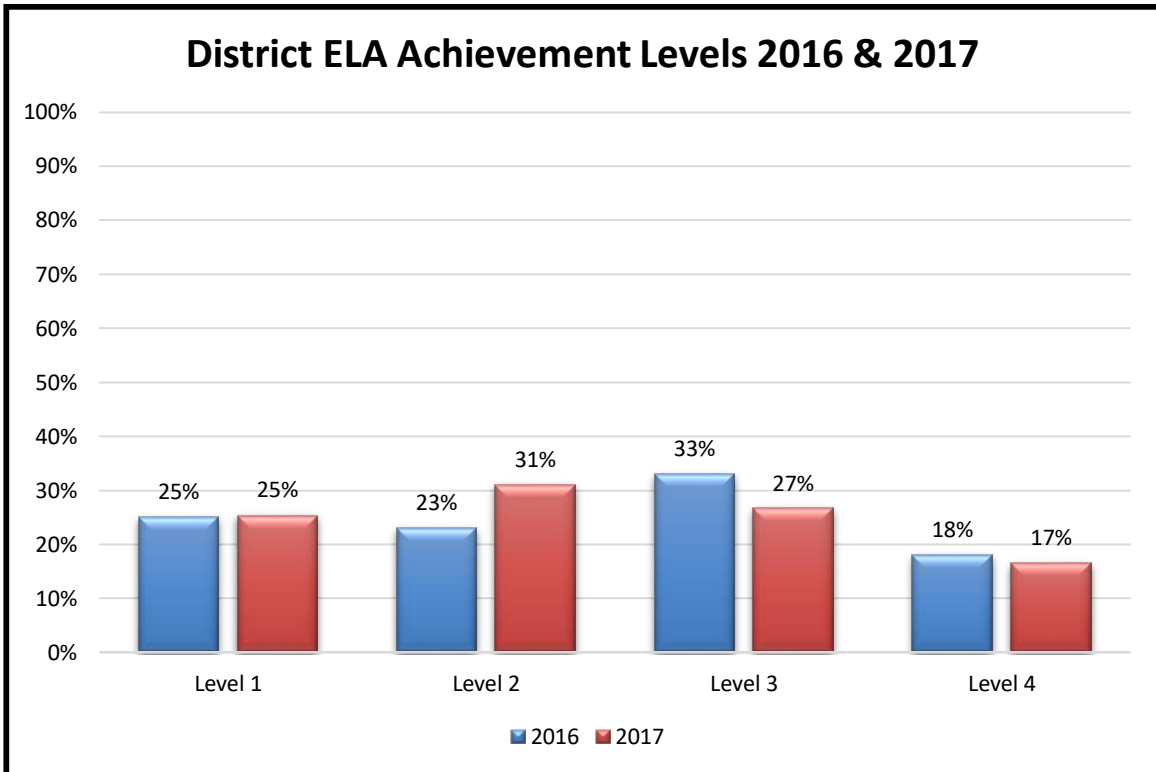
Male Students - ELA Standards 2016 & 2017

	Reading	Writing	Listening	Research & Inquiry	All Standards
2016	67%	79%	92%	90%	82%
2017	71%	67%	81%	73%	73%

Male Students - Math Standards 2016 & 2017

	Concepts & Procedures	Problem Solving & Modeling/Data Analysis	Communicating Reasoning	All Standards
2016	71%	73%	77%	73%
2017	61%	69%	71%	67%

District ELA and Math Achievement Levels for 2017

The following charts show student performance by level in the district compared to Montana for ELA and math. Level 1 is the lowest and level 4 is the highest. The district had 31% of the students in level 2 for ELA and 36% for math. The next highest level was level 3 with 27% in ELA and level 1 at 31% in math. Level 2 students are nearing proficiency.

District ELA Levels - All Students - 2017

	Level 1	Level 2	Level 3	Level 4
Gallatin Gateway	25%	31%	27%	17%
Montana	26%	25%	31%	18%

District Math Levels - All Students - 2017

	Level 1	Level 2	Level 3	Level 4
Gallatin Gateway	31%	36%	24%	9%
Montana	28%	31%	25%	16%

District ELA and Math Achievement Levels for 2017

The following charts show student performance by level in the district for 2016 and 2017. Level 1 is the lowest and level 4 is the highest. The district decreased the percentage of students in level 3 for ELA from 2016 to 2017 which increased level two. The percentage of students in level 1 for math increased which in turn decreased levels 3 & 4 in 2017.


District ELA Achievement Levels 2016 & 2017

	Level 1	Level 2	Level 3	Level 4
2016	25%	23%	33%	18%
2017	25%	31%	27%	17%

District Math Achievement Levels 2016 & 2017

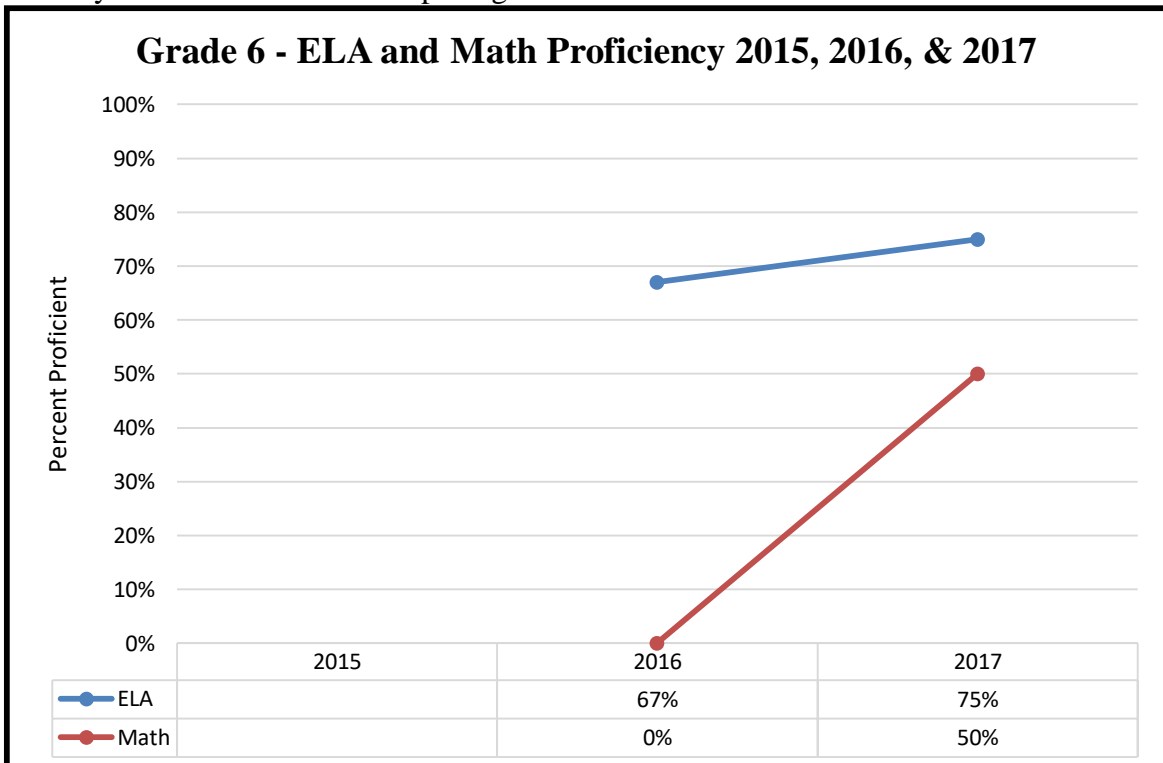|	Level 1	Level 2	Level 3	Level 4
2016	24%	35%	30%	11%
2017	31%	36%	24%	9%

3rd Grade SMARTER Results

The following chart shows 3rd grade ELA and math SMARTER results from 2015 to 2017. Third grade proficiency was down in both areas in 2017.

Grade 3 - ELA and Math Proficiency 2015, 2016, & 2017

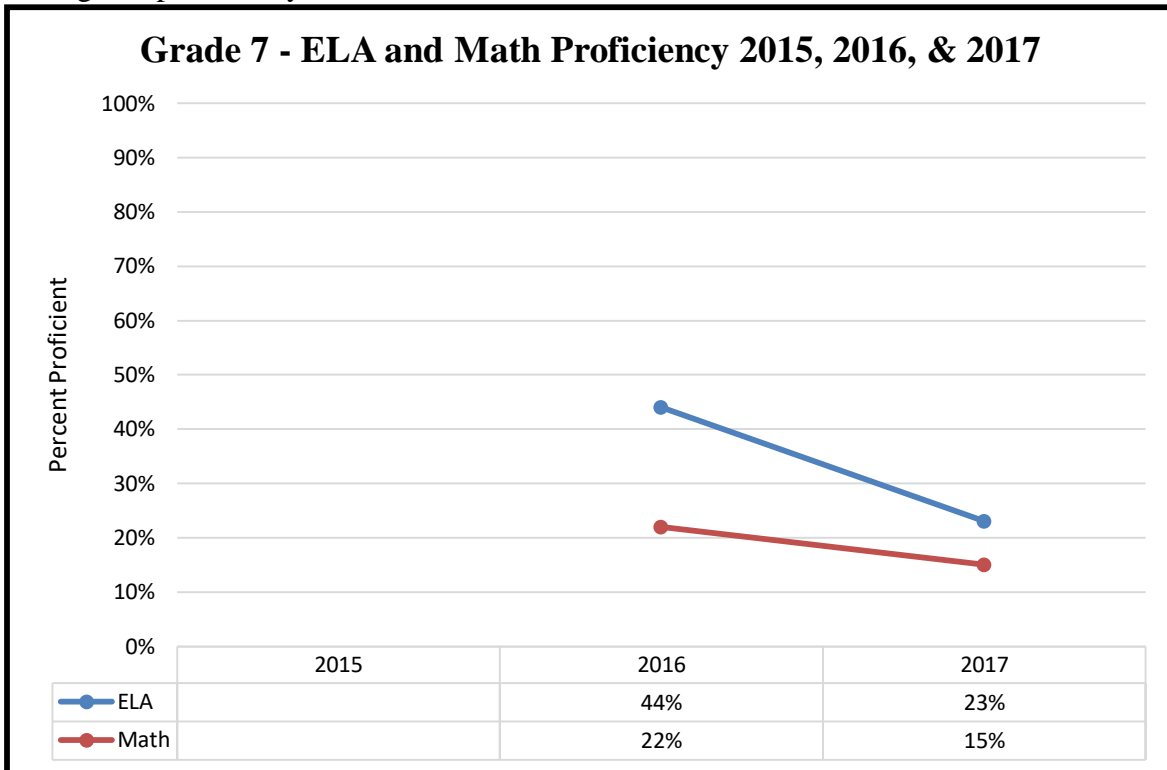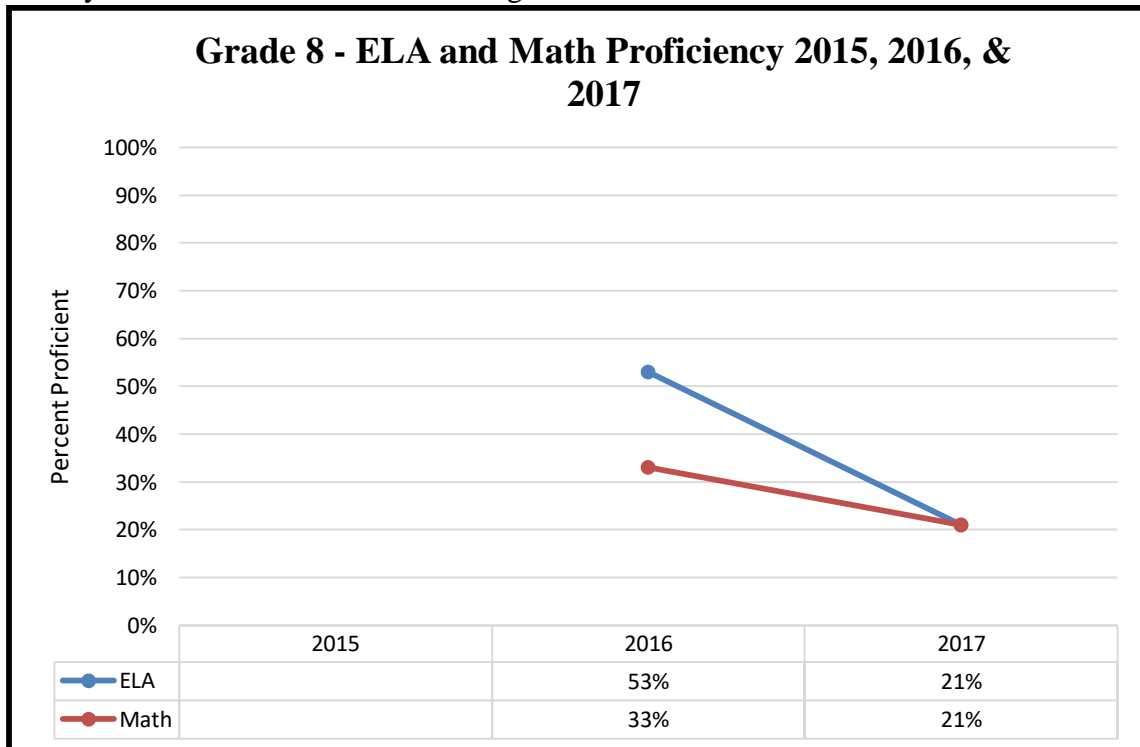|	2015	2016	2017
ELA		64%	38%
Math		77%	44%
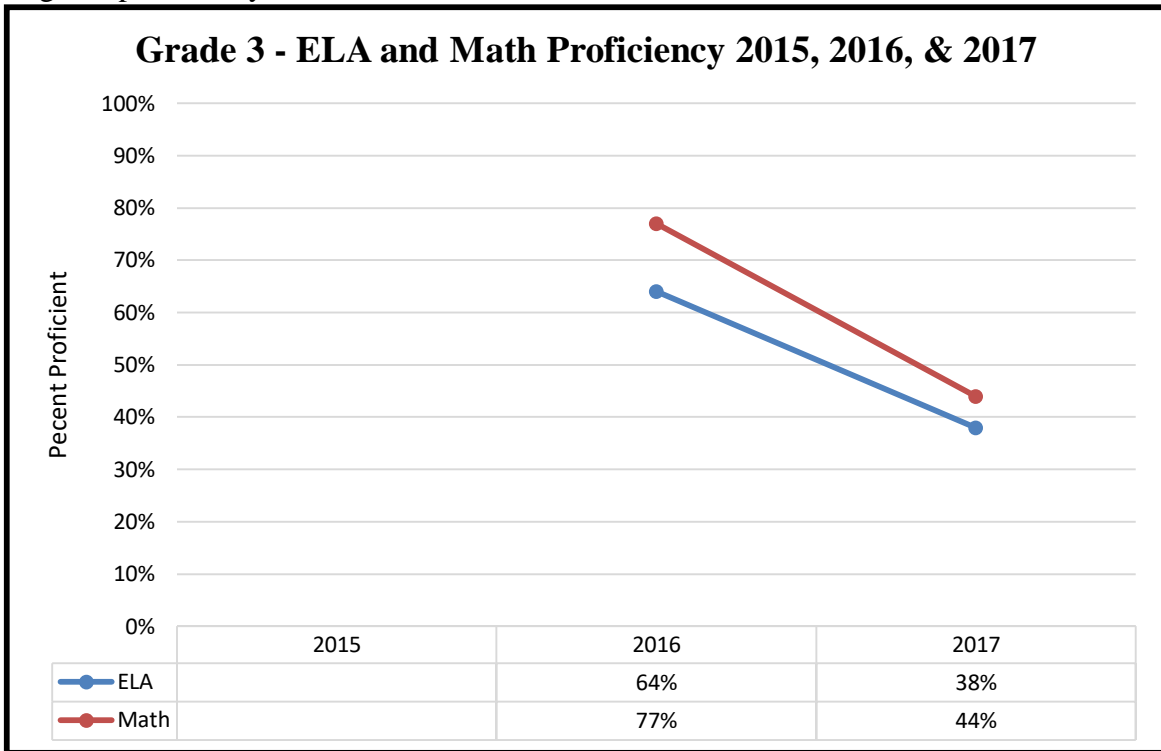
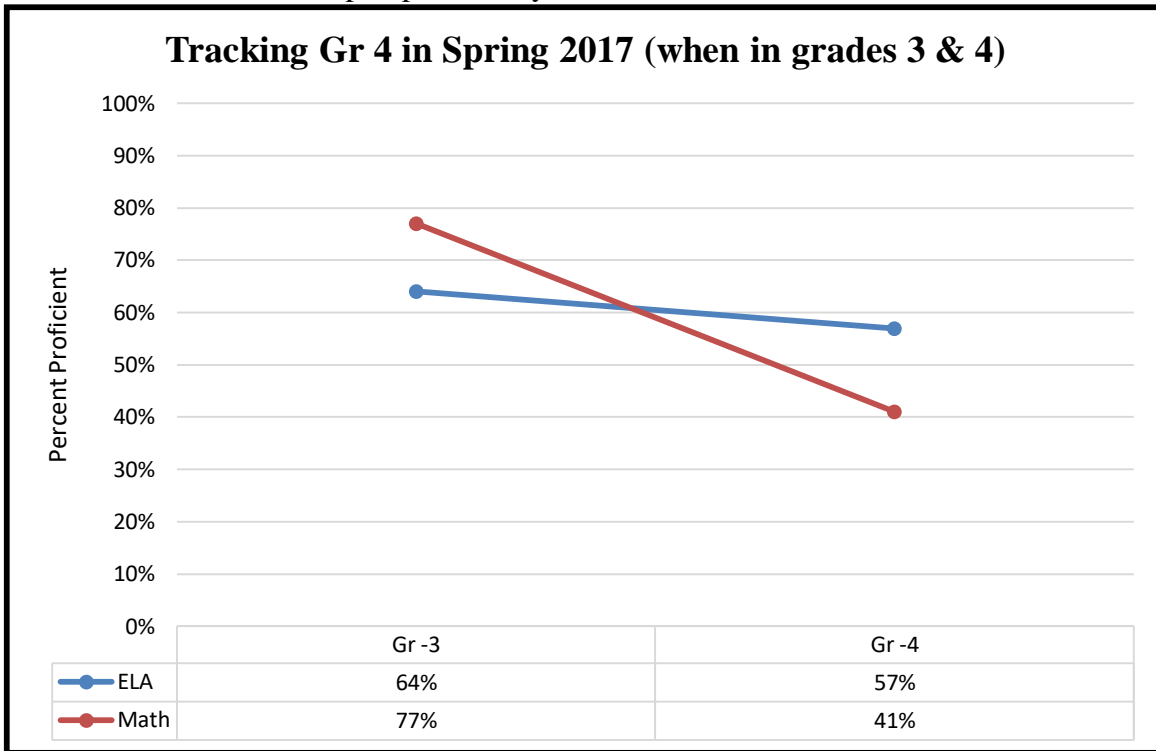## 4th Grade SMARTER Results

The following chart shows 4th grade ELA and math SMARTER results from 2015 to 2017. Proficiency in grade 4 was up for both ELA and math in 2017.

Grade 4 - ELA and Math Proficiency 2015, 2016, & 2017

	2015	2016	2017
ELA		40%	57%
Math		40%	41%
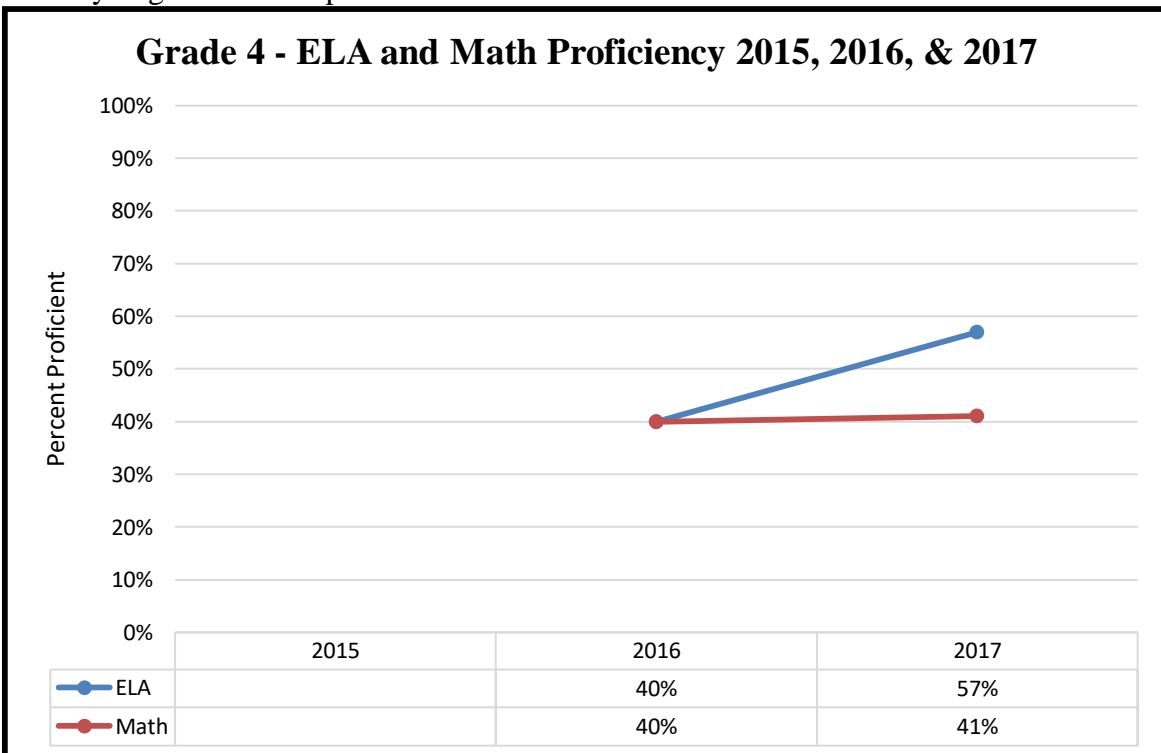
5th Grade SMARTER Results

The following chart shows 5th grade ELA and math SMARTER results from 2015 to 2017. Fifth grade proficiency was up in ELA and down in math in 2017.

Grade 5 - ELA and Math Proficiency 2015, 2016, & 2017

	2015	2016	2017
ELA		33%	55%
Math		50%	32%
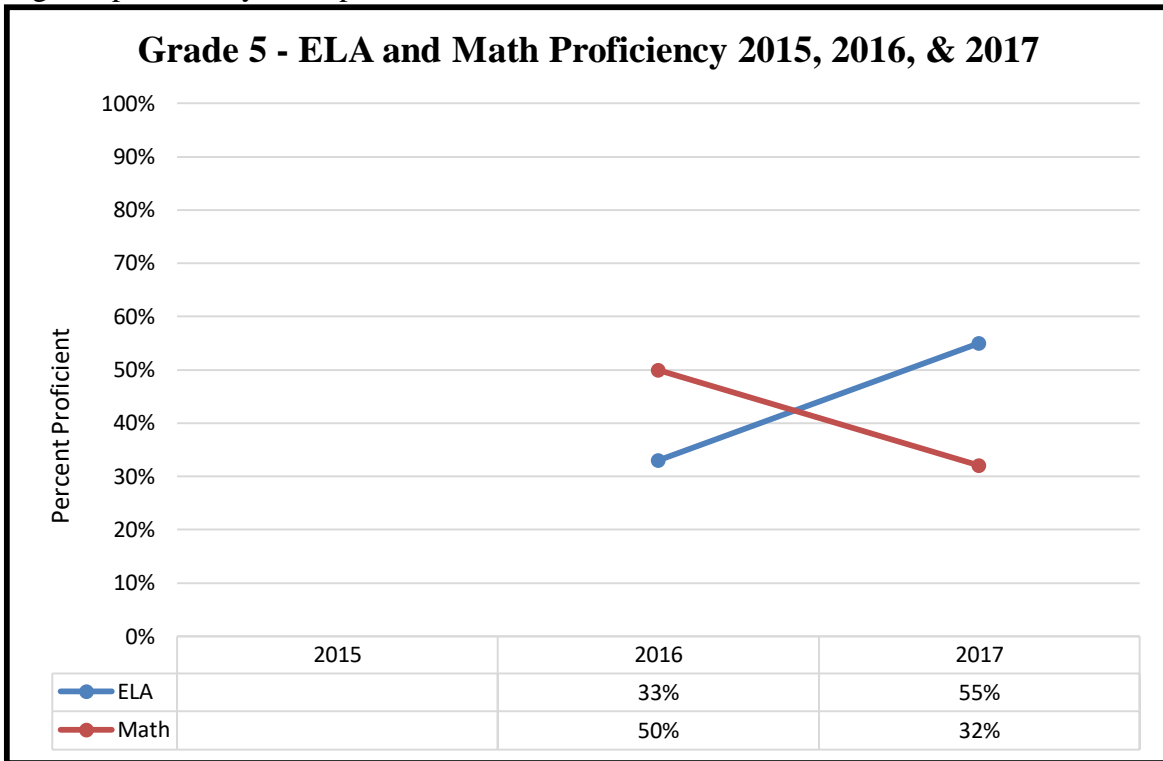
6th Grade SMARTER Results

The following chart shows 6th grade ELA and math SMARTER results from 2015 to 2017. Proficiency in ELA and math was up for grade 6 in 2017.

Grade 6 - ELA and Math Proficiency 2015, 2016, & 2017

	2015	2016	2017
ELA		67%	75%
Math		0%	50%

7th Grade SMARTER Results

The following chart shows 7th grade ELA and math SMARTER results from 2015 to 2017. Seventh grade proficiency was lower in ELA and math in 2017.

Grade 7 - ELA and Math Proficiency 2015, 2016, & 2017

Percent Proficient

	2015	2016	2017
ELA		44%	23%
Math		22%	15%

8th Grade SMARTER Results

The following chart shows 8th grade ELA and math SMARTER results from 2015 to 2017. Proficiency was down in ELA and math in grade 8 for 2017.

Grade 8 - ELA and Math Proficiency 2015, 2016, & 2017

Percent Proficient

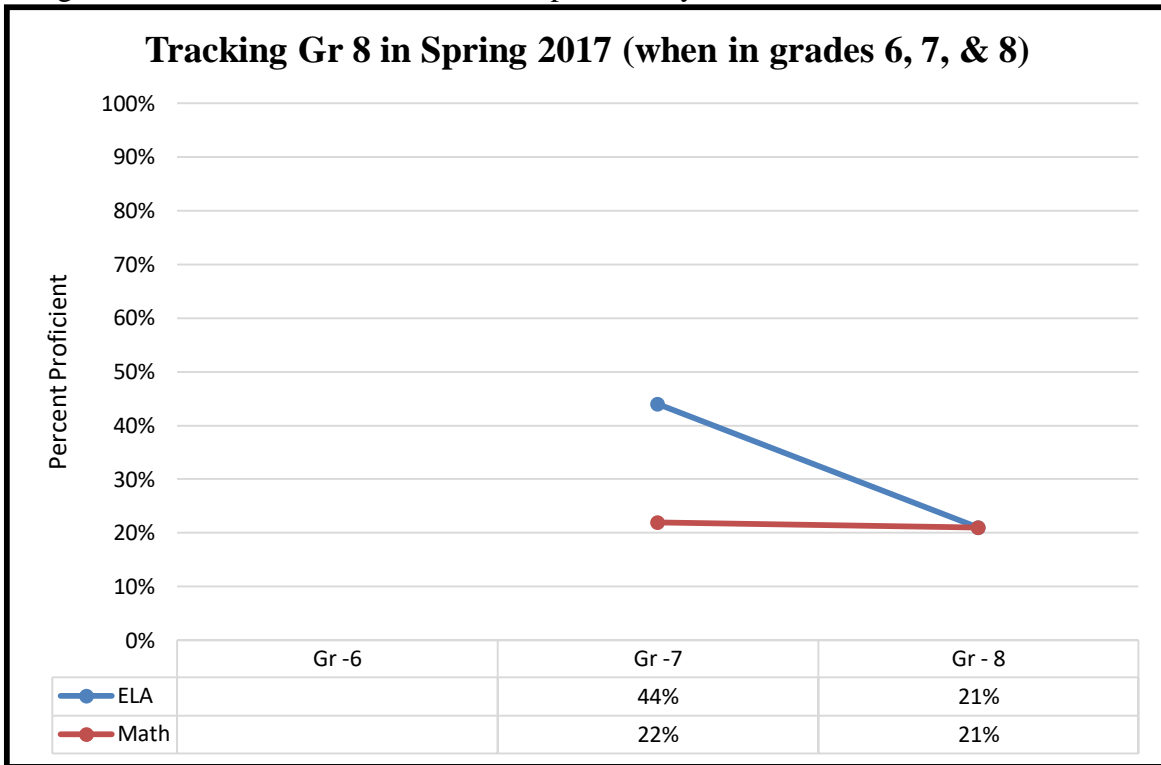|	2015	2016	2017
ELA		53%	21%
Math		33%	21%

4th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 4th grade class in the spring of 2017 and when they were in 3rd grade. The results show a drop in proficiency for these students in math and ELA.

Tracking Gr 4 in Spring 2017 (when in grades 3 & 4)

	Gr -3	Gr -4
ELA	64%	57%
Math	77%	41%

5th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 5th grade class in the spring of 2017 and when they were in 3rd and 4th grade. The results show a significant increase in proficiency for these students in ELA and a decrease in math.

Tracking Gr 5 in Spring 2017 (when in grades 3, 4 & 5)

	Gr -3	Gr -4	Gr - 5
ELA		40%	55%
Math		40%	32%
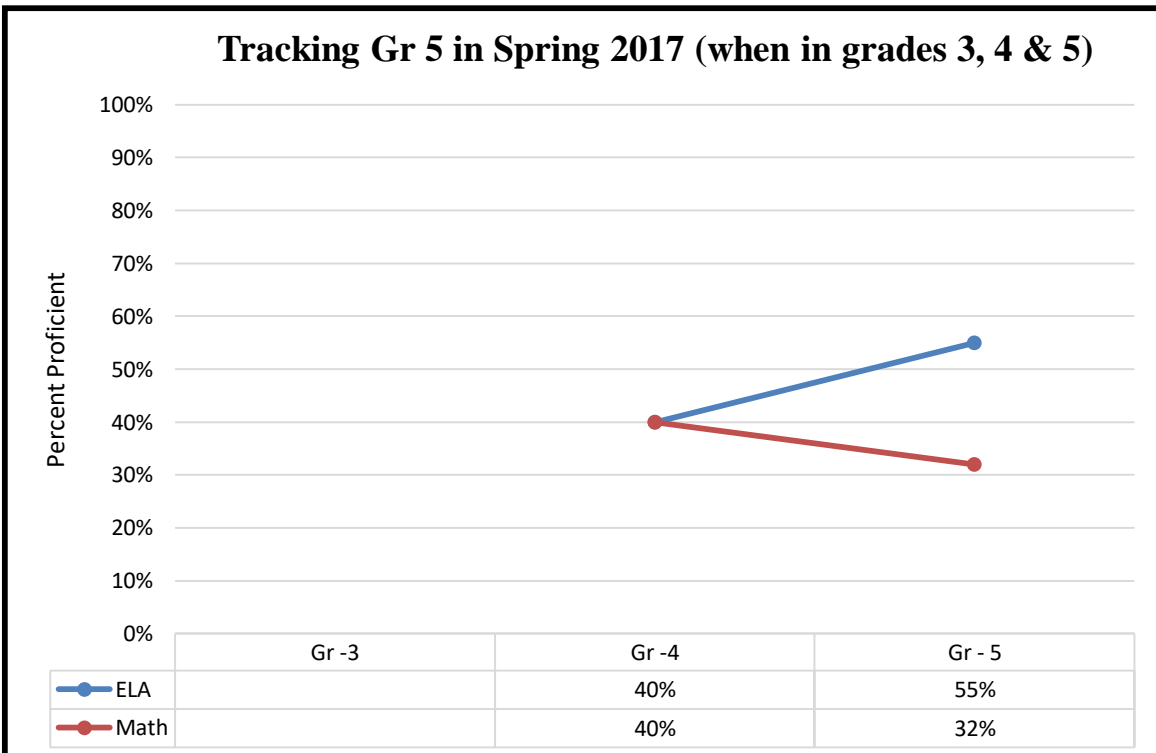
6th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 6th grade class in the spring of 2017 and when they were in 4th and 5th grade. The results show an increase in proficiency for these students in ELA.

Tracking Gr 6 in Spring 2017 (when in grades 4, 5, & 6)

	Gr -4	Gr -5	Gr - 6
ELA		33%	75.0%
Math		50%	50.0%
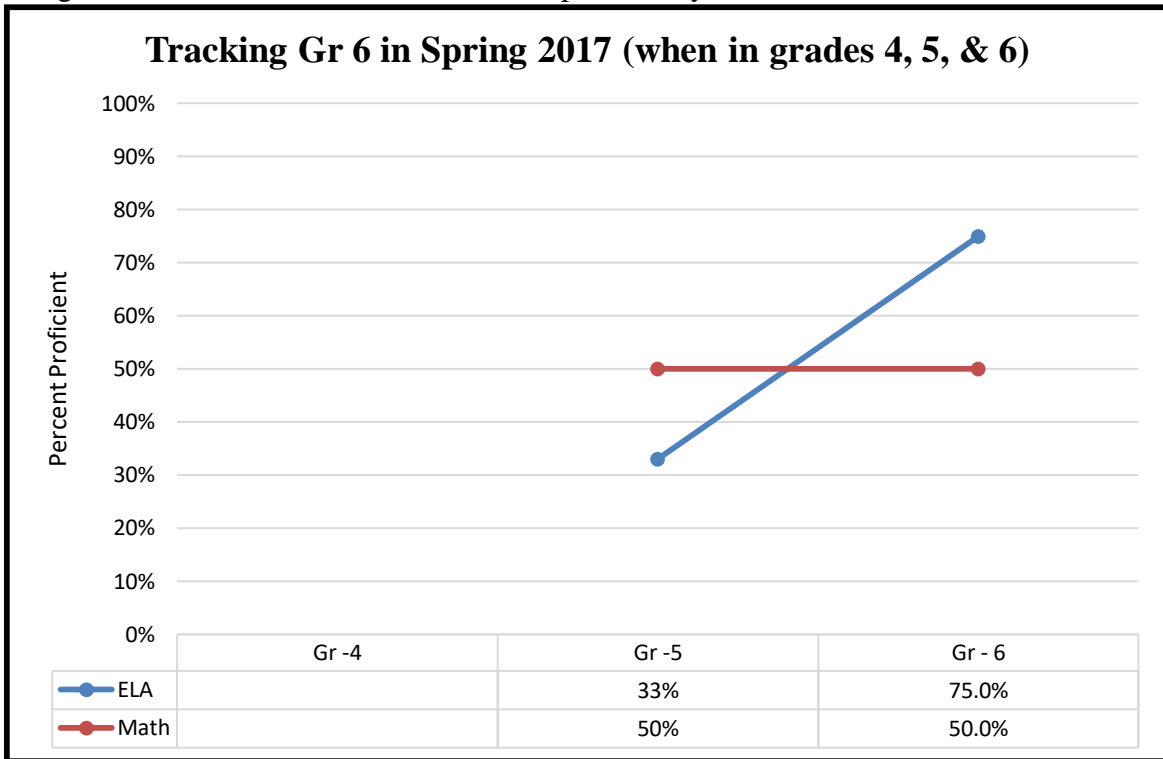
7th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 7th grade class in the spring of 2017 and when they were in 5th and 6th grade. The results show a decrease in proficiency for these students in math and ELA in 2017.

Tracking Gr 7 in Spring 2017 (when in grades 5, 6, & 7)

	Gr -5	Gr -6	Gr - 7
ELA		67%	23.0%
Math		50%	15.0%
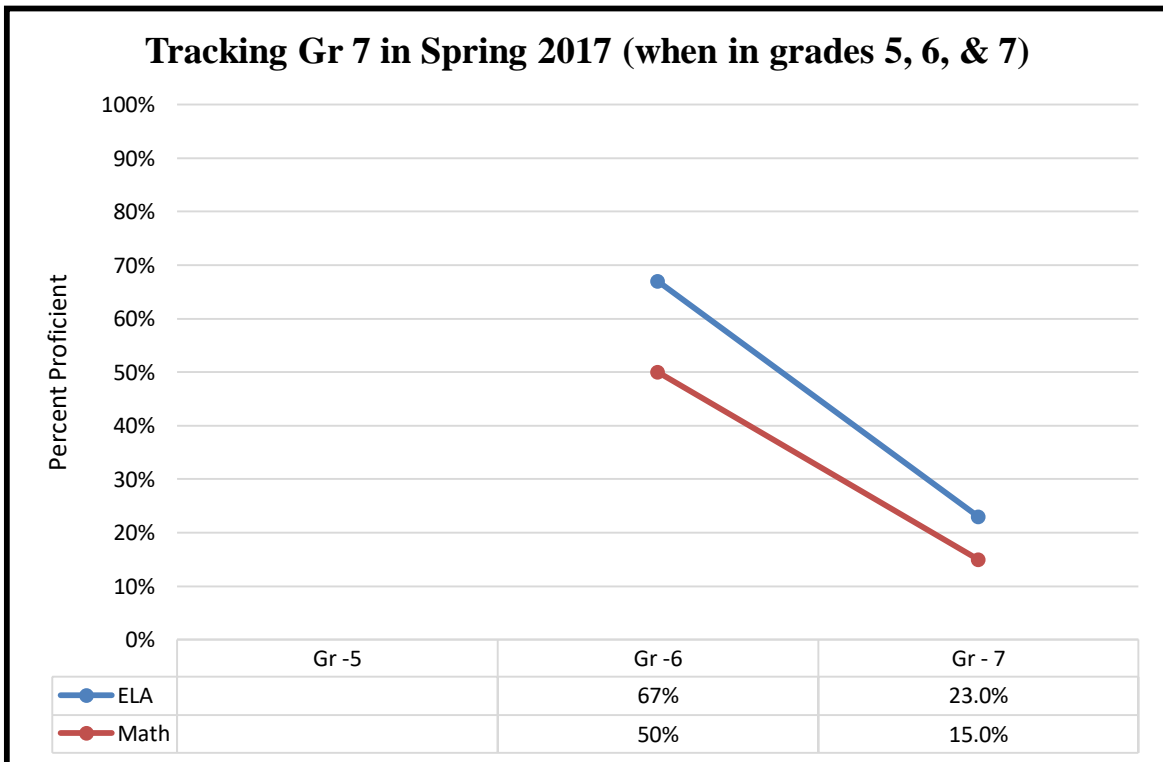
8th Grade – Tracking Class Results Each Year on the SMARTER Test

The chart shows the results for the 8th grade class in the spring of 2017 and when they were in 6th and 7th grade. The results show a decrease in proficiency for these students in math and ELA.

Tracking Gr 8 in Spring 2017 (when in grades 6, 7, & 8)

	Gr -6	Gr -7	Gr - 8
ELA		44%	21%
Math		22%	21%

Percent Proficient

Performance on Each Target for the ELA/Literacy Test

The districts performance on the ELA/Literacy Targets are shown below for each grade. The four target areas are reading, writing, listening, and research/inquiry.

Legend: Performance Relative to Proficiency (column labeled RP)

- **+Performance is above the Proficiency Standard**
- **Performance is near the Proficiency Standard**
- **Performance is below the Proficiency Standard**
- *** Insufficient Information**

Legend: Performance Relative to the Test as a Whole (column labeled RW)

- **+Performance is better than on the rest of the test**
- **Performance is similar to performance on the test as a whole**
- **Performance is worse than on the rest of the test**
- *** Insufficient Information**

Reading

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.

(Informational Text) WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.

(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.

(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.

(Informational Text) LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.

(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Literary Text) CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.

(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.

(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.

(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context

Writing

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.

WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.

LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

Listening

LISTEN/INTERPRET: Interpret and use information delivered orally.

Research/Inquiry

INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.

ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

USE EVIDENCE: Cite evidence to support opinions and ideas.

Reading

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

(Informational Text) WORD MEANINGS: Determine intended 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, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.

(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or across texts.

(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.

(Informational Text) LANGUAGE USE: Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs).

(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.

(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.

(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.

(Literary Text) LANGUAGE USE: Determine or interpret figurative language, literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning and tone

Writing

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.

WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

Listening

LISTEN/INTERPRET: Interpret and use information delivered orally.

Research/Inquiry

INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Grade 5 Target Performance ELA	RP RW

Reading

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Informational Text) CENTRAL IDEAS: Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

(Informational Text) WORD MEANINGS: Determine intended 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, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.

(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.

(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.

(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.

(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.

(Literary Text) WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.

(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text.

(Literary Text) LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.

Writing

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

WRITE/REVISE BRIEF TEXTS: Write/Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.

WRITE/REVISE TEXTS: Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.

COMPOSE FULL TEXTS: Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

LANGUAGE & VOCABULARY USE: Accurately use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

Listening

LISTEN/INTERPRET: Interpret and use information delivered orally.

Research/Inquiry

INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Grade 6 Target Performance ELA	RP RW

Reading

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.

(Informational Text) WORD MEANINGS: Determine intended 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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.

(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.

(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.

(Literary Text) 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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. ➕➕

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation. ➕➕

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts. ＊ ＊

(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation. ＊ ＊

(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone. ＊ ＊

Writing

WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event). ➕➕

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). ＊ ＊

WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented. ＝＝

COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, 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. ➕＝

WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate ＊ ＊

vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.

COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

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.

EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.

Listening

LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.

Research/Inquiry

ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).

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.

USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.

Grade 7 Target Performance ELA	RP RW

Reading

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.

(Informational Text) WORD MEANINGS: Determine intended 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., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals and ideas; author's point of

view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.

(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.

(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.

(Literary Text) 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, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.

(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.

(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.

Writing

WRITE/REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing/revising one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).

WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration,

or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, 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.

WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.

COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

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.

EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.

Listening

LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.

Research/Inquiry

ANALYZE/INTEGRATE INFORMATION: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).

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.

USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.

Grade 8 Target Performance ELA	RP RW

Reading

(Informational Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Informational Text) CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.

(Informational Text) WORD MEANINGS: Determine intended 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., connotation, denotation),

word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Informational Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.

(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare connections within or across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author's point of view or purpose.

(Informational Text) TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.

(Informational Text) LANGUAGE USE: Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.

(Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

(Literary Text) CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.

(Literary Text) 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., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

(Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.

(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.

(Literary Text) TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.

(Literary Text) LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.

Writing

WRITE/REVISE 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 use dialogue when describing an event).

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story).

WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, 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.

WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented.

COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

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.

EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.

Listening

LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.

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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.

USE EVIDENCE: Cite evidence to support arguments, ideas, or analyses.

Performance on Each Target for the Math Test

Grade 3 Target Performance Math

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Represent and solve problems involving multiplication and division.	▬	▬
Understand properties of multiplication and the relationship between multiplication and division.	▬	▬
Multiply and divide within 100.	▬	▬
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	▬	▬
Use place value understanding and properties of operations to perform multi-digit arithmetic.	▬	▬
Develop understanding of fractions as numbers.	▬	▬
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	▬	▬
Represent and interpret data.	▬	▬
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	▬	▬
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	✚	✚
Reason with shapes and their attributes.	▬	▬

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Use the four operations with whole numbers to solve problems.	▬	▬
Gain familiarity with factors and multiples.	▬	▬
Generate and analyze patterns.	▬	▬
Generalize place value understanding for multi-digit whole numbers.	▬	▬
Use place value understanding and properties of operations to perform multi-digit arithmetic.	▬	▬
Extend understanding of fraction equivalence and ordering.	▬	▬
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	▬	▬
Understand decimal notation for fractions, and compare decimal fractions.	▬	▬
Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.	▬	▬
Represent and interpret data.	✱	✱
Geometric measurement: understand concepts of angle and measure angles.	▬	▬
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	▬	▬

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Write and interpret numerical expressions.	▬	▬
Analyze patterns and relationships.	✳	☰
Understand the place value system.	▬	☰
Perform operations with multi-digit whole numbers and with decimals to hundredths.	☰	☰
Use equivalent fractions as a strategy to add and subtract fractions.	▬	☰
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	▬	☰
Convert like measurement units within a given measurement system.	▬	☰
Represent and interpret data.	✳	☰
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	▬	☰
Graph points on the coordinate plane to solve real-world and mathematical problems.	☰	☰
Classify two-dimensional figures into categories based on their properties.	☰	☰

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Understand ratio concepts and use ratio reasoning to solve problems.	▬	▬
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	∗	▬
Compute fluently with multi-digit numbers and find common factors and multiples.	▬	▬
Apply and extend previous understandings of numbers to the system of rational numbers.	∗	▬
Apply and extend previous understandings of arithmetic to algebraic expressions.	▬	▬
Reason about and solve one-variable equations and inequalities.	∗	▬
Represent and analyze quantitative relationships between dependent and independent variables.	∗	∗
Solve real-world and mathematical problems involving area, surface area, and volume.	✚	∗
Develop understanding of statistical variability.	∗	∗
Summarize and describe distributions.	∗	∗

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Analyze proportional relationships and use them to solve real-world and mathematical problems.	▬	▬
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	▬	▬
Use properties of operations to generate equivalent expressions.	▬	▬
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	▬	▬
Draw, construct, and describe geometrical figures and describe the relationship between them.	▬	▬
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	▬	▬
Use random sampling to draw inferences about a population.	▬	▬
Draw informal comparative inferences about two populations.	＊	＊
Investigate chance processes and develop, use, and evaluate probability models.	▬	▬

Target	Performance Relative to Proficiency	Performance Relative to the Test as a Whole
Concepts and Procedures		
Know that there are numbers that are not rational, and approximate them by rational numbers.	=	✚
Work with radicals and integer exponents.	=	=
Understand the connections between proportional relationships, lines, and linear equations.	▬	=
Analyze and solve linear equations and pairs of simultaneous linear equations.	▬	=
Define, evaluate, and compare functions.	▬	=
Use functions to model relationships between quantities.	▬	=
Understand congruence and similarity using physical models, transparencies, or geometry software.	=	=
Understand and apply the Pythagorean theorem.	▬	=
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.	▬	▬
Investigate patterns of association in bivariate data.	▬	=