OSAS English Language Arts Test

Grade 8 English Language Arts (ELA) Claims, Targets, and Standards Alignment

This document aligns the OSAS ELA summative test with the Oregon English Language Arts (ELA) and Literacy Standards. Oregon's ELA summative tests are built around what students should know and be able to do within their enrolled grade. The OSAS ELA summative test includes multiple ELA domains *(Approximately Reading 40%, Writing 40%, Listening 10%, and Research 10%)* which are referenced as assessment "Claims". Each claim is accompanied by grade-level assessment targets which correlate to the specific concepts associated with standards and their full depth of critical thinking. These claims and targets can be used to design local assessments or develop classroom lessons with task-rich activities. In addition, the document serves as a guide in understanding the OSAS ELA test results and interpreting district/school target reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure the inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is "difficult".

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like reading and determining the author's purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

Component	Claim	Content Category	Targets	Items	Total Items	OSAS Blueprint Descriptors
OSAS Blueprint: Target Sampling ELA/Literacy Grades 3 – 8 and HS						
Computer Adaptive (CAT)	1: Reading	*Literary*	2: Central Ideas	0-1	4	**Reading**: Approximately 33% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends.
			4: Reasoning and Evaluation	1		
			1: Key Details	2 – 3		
			3: Word Meanings			
			5: Analysis with/across Texts			
			6: Text Structures and Features			
			7: Language Use			
		Informational	9: Central Ideas	1 – 2	7 - 8	**Reading**: Approximately 66% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics.
			11: Reasoning and Evaluation	1 – 2		
			8: Key Details	5 - 6		
			10: Word Meanings			
			12: Analysis with/across Texts			
			13: Text Structures and Features			
			14: Language Use			
	2: Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	2	6	Evidence will come from revising, and/or editing the various writing purposes. **Writing:** • Approximately 33% opinion writing • Approximately 33% narrative writing • Approximately 33% informative writing
		Evidence/Elaboration	1b/3b/6b: Revise Brief Texts			
			8: Language and Vocabulary Use	1		
		Conventions	9: Edit/Clarify	3		
	3: Listening	Listening	4: Listen/Interpret	4	4	
	4: Research	Research	2: Interpret and Integrate Information	1	3	
			3: Analyze Information/Sources	1		
			4: Use Evidence	1		
Performance Task (PT)	2: Writing	Organization/Purpose	4/7: Compose Full Texts	1 Full Write		A. Each student receives one PT with either an opinion or informative writing task. a. The ELA PT writing task is hand-scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. B. An additional research item (machine scored item, or short text response) is aligned to ELA PT and reported under Claim #4 (Research).
		Evidence/Elaboration	4/7: Compose Full Texts			
			8: Language and Vocabulary Use			
		Conventions	9: Edit/Clarify			
	4: Research	Research	2: Interpret and Integrate Information	0-1 Machine Scored 0-1 Short Text		
			3: Analyze Information/Sources			
			4: Use Evidence			

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.						
Oregon Reading Content Category: Literary Text						
Key Details	**Central Ideas**	**Word Meanings**	**Reasoning & Evidence**	**Analysis Within /Across Texts**	**Text Structures and Features**	**Language Use**
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine a theme or central idea from evidence in the text or provide an objective summary of the text.	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.	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.	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.	Analyze text structures and the impact of those choices on meaning or presentation.	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.
Oregon English Language Arts and Literacy Standards						
8.RL.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.						
Primary focus is on 8.RL.1	**8.RL.2** - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an evidence-based summary of the text.	**8.RL.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **8.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **8.L.4a** - Use context as a clue to the meaning of a word or phrase. **8.L.4b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. **8.L.4c** – Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **8.L.5b** - Use the relationship between particular words to better understand each of the words. **8.L.5c** - Distinguish among the connotations of words with similar denotations. **8.L.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.RL.3** - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. **8.RL.6** - Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor. **8.RL.9** - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**8.RL.3** - Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision. **8.RL.6** - Analyze how differences in the points of view of the characters and the perspectives of the audience or reader create such effects as suspense or humor.	**8.RL.5** - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**8.RL.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **8.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **8.L.5a** - Interpret figures of speech in context.
8.RL.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 6-8 text complexity band independently and proficiently.						

Claim #1 Reading: *Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.*						
Oregon Reading Content Category: Informational Text						
Key Details	**Central Ideas**	**Word Meanings**	**Reasoning & Evidence**	**Analysis Within /Across Texts**	**Text Structures and Features**	**Language Use**
Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine a central idea and the key details that support it or provide an objective summary of the text.	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.	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.	Analyze or compare how information is presented within or across texts (e.g. interactions between individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.	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.	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.
Oregon English Language Arts and Literacy Standards						
8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis.						
Primary focus is on 8.RI.1	**8.RI.2** - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an evidence-based summary of the text.	**8.RI.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **8.L.4** - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. **8.L.4a** - Use context as a clue to the meaning of a word or phrase. **8.L.4b** - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. **8.L.4c** – Consult dictionaries, glossaries, thesauruses, and other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. **8.L.4d** - Verify the preliminary determination of the meaning of a word or phrase. **8.L.5b** - Use the relationship between particular words to better understand each of the words. **8.L.5c** - Distinguish among the connotations of words with similar denotations. **8.L.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.RI.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **8.RI.6** - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints. **8.RI.7** - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. **8.RI.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **8.RI.9** - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**8.RI.3** - Analyze how a text makes connections among and distinctions between individuals, ideas, or events. **8.RI.6** - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints.	**8.RI.5** - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **8.RI.7** - Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	**8.L.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **8.L.5a** - Interpret figures of speech in context.
8.RI.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 6–8 text complexity band independently and proficiently.						

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.			
Oregon Writing Content Category: Computer Adaptive Test (CAT) Segment			
Organization/Purpose	**Evidence/Elaboration**	**Evidence/Elaboration**	**Conventions**
Revise Brief Texts **1b:** Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). **3b:** Apply a variety of strategies when 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 related to the information or explanation presented. **6b:** Apply a variety of strategies when 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 and supports the argument(s) presented.		**Language and Vocabulary Use** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	**Edit/Clarify:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.
Oregon English Language Arts and Literacy Standards			
8.W.3 (Targets 1b) a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. **8.W.2 (Targets 3b)** a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain an appropriate style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented. **8.W.1 (Targets 6b)** a. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain an appropriate style for content, purpose, and audience. e. Provide a concluding statement or section that follows from the argument presented. **8.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.		**8.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **8.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **8.L.3a** Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact. **8.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **8.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **8.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.			
Oregon Writing Content Category: Performance (PT) Segment			
Organization/Purpose	**Evidence/Elaboration**	**Evidence/Elaboration**	**Conventions**
COMPOSE FULL TEXTS: **4**: 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. **7**: Write **full arguments** about topics using the 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 and Vocabulary Use** Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	**Edit/Clarify:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	
Oregon English Language Arts and Literacy Standards			
8.W.2 (Targets 4) a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader include formatting, graphics, and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain an appropriate style for content, purpose, and audience. f. Provide a concluding statement or section that follows from the information or explanation presented. **8.W.1 (Targets 7)** a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain an appropriate style for content, purpose, and audience. e. Provide a concluding statement or section that follows from the argument presented. **8.W.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **8.W.5** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **8.W.8** - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **8.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.	**8.W.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **8.W.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **8.L.3a** Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact. **8.L.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **8.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **8.L.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

Claim #3 Speaking/Listening: *Students can employ effective speaking and listening skills for a range of purposes and audiences.*
Oregon Listening Content Category
Listen/Interpret
Analyze, interpret, and use information delivered orally.
Oregon English Language Arts and Literacy Standards
8.SL.2 - Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. **8.SL.3** - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Claim #4 Research: *Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.*		
Oregon Research Content Category		
Analyze / Integrate Information	**Evaluate Information / Sources**	**Use Evidence**
Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).	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.	Cite evidence to support opinions, ideas, or analyses.
Oregon English Language Arts and Literacy Standards		
8.RI.1 - Analyze what the text says explicitly as well as inferentially; cite the textual evidence that most strongly supports the analysis. **8.RI.6** - Determine an author's perspective, and/or purpose in a text and analyze how the author acknowledges and responds to any conflicting evidence or viewpoints. **8.RI.8** - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **8.RI.9** - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **8.W.8** - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **8.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.	**8.W.8** - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**8.W.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **8.W.8** - Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **8.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.