Literacy SBAC Claims and Targets Resource Information

Scale Score and Achievement Level
Each student receives a total score, expressed as a four-digit overall scale score and one of four achievement levels for each content area. The possible achievement levels are Standard Exceeded (Level 4), Standard Met (Level 3), Standard Nearly Met (Level 2), and Standard Not Met (Level 1).

Claims
Student's performance on each claim is represented by one of three performance levels—Below Standard, Near Standard, or Above Standard. A claim is a statement about what a student knows or is able to do. Smarter Balanced has identified four claims specific to ELA and four claims for mathematics that focus on what students are expected to know and be able to do at each grade level. Claims can include more than one target. All claims and targets—as well as assessment blueprints and other test development resources—can be found in the Smarter Content Explorer. Sample test items by Claim and Target can be viewed at Home - Smarter Balanced Sample Items.

11th grade students take a shorter / adjusted version of the SBAC test. The "adjusted" framework for the **Smarter Balanced Assessment Consortium (SBAC)** refers to the shortened test blueprints adopted by California.
The adjusted blueprint **reduces the number of test questions** to save instructional time, meaning student score reports (SSRs) only show overall achievement levels and no longer break down individual student performance by sub-domain or "Claim". However, the core **Claims and Assessment Targets** themselves remain the framework used to design the test items.

Below is the definitive breakdown of the SBAC Claims and Targets used to evaluate student mastery under the adjusted blueprint.

English Language Arts (ELA) / Literacy Claims

The ELA assessment uses four primary claims to evaluate student proficiency based on specific assessment targets:

- **Claim 1 (Reading):** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (Assesses comprehension of literary and informational texts through targets covering key details, structure, and evidence.)
- **Claim 2 (Writing):** Students can produce effective and well-grounded writing for a range of purposes and audiences. (Evaluates ability to compose, revise, and edit various text types (narrative, informational, argument).
- **Claim 3 (Speaking & Listening):** Students can employ effective speaking and listening skills for a range of purposes and audiences. (Measures communication skills, including analyzing and integrating spoken information).
- **Claim 4 (Research/Inquiry):** Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. (Assesses the capacity to locate, analyze, and use evidence to investigate topics.)

Targets

An assessment target defines the grade-specific knowledge, skill, or ability that students should know or be able to demonstrate within a domain in either ELA or mathematics.

The following table identifies the targets for each claim.

Claim 1: Reading	
Literary Texts	*Informational Texts*
1— Key Details	8— Key Details
2— Central Ideas	9— Central Ideas
3— Word Meaning	10— Word Meaning
4— Reasoning and Evidence	11— Reasoning and Evidence
5— Analysis Within and Across Texts	12— Analysis Within and Across Texts
6— Text Structures and Features	13— Text Structures and Features
7— Language Use	14— Language Use

Claim 2: Writing
1a— Write Brief Texts (narrative)
1b— Revise Brief Texts (narrative)
2— Compose Full Texts (narrative)
3a— Write Brief Texts (informational/explanatory)
3b— Revise Brief Texts (informational/explanatory)
4— Compose Full Texts (informational/explanatory)
5— Use Text Features
6a— Write Brief Texts (opinion/argument)
6b— Revise Brief Texts (opinion/argument)
7— Compose Full Texts (opinion/argument)
8— Language and Vocabulary Use
9— Edit
10— Technology*

Claim 3: Speaking and Listening
Listening
4— Listen/Interpret

Claim 4: Research/Inquiry	
Grades 3-5	*Grades 6-8 and 11*
1— Plan/Research*	1— Plan/Research*
2— Interpret and Integrate Information	2— Analyze/Integrate Information
3— Analyze Information/Sources	3— Evaluate Information/Sources
4— Use Evidence	4— Use Evidence

Literacy Adjusted Form Summative Blueprint (What is on the real SBAC?)

Target Sampling ELA/Literacy Grade 11								
Component	Claim/Score Reporting Category	Content Category	Assessment Target[1]	DOK[2,3]	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary[4]	2: Central Ideas	2, 3	1–3	1–3	0–1[5]	4
			4: Reasoning and Evidence	3, 4				
			1: Key Details	2	1–3	1–3	0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	3, 4				
			7: Language Use	3				
		Informational[6]	9: Central Ideas	2,3	2–4	6	0–1[7]	6
			11: Reasoning and Evidence	3, 4				
			8: Key Details	2	2–4		0	
			10: Word Meanings	1, 2				
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	3, 4				
			14: Language Use	3				

Target Sampling ELA/Literacy Grade 11								
Component	Claim/Score Reporting Category	Content Category	Assessment Target[1]	DOK[2,3]	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose[4]	1a/3a/6a: Write Brief Texts	3	1	0	0–1	4
			1b/3b/6b: Revise Brief Texts	2		0-1	0	
		Evidence/Elaboration[4]	1a/3a/6a: Write Brief Texts	3	1	0	0–1	
			1b/3b/6b: Revise Brief Texts	2		0-1	0	
			8: Language and Vocabulary Use[5]	1, 2	1	1	0	
		Conventions	9: Edit/Clarify	1, 2	1	1	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	4	4	0	4
	4. Research	Research	2: Analyze/Integrate Information	2	1–2	1–2	0	4
			3: Evaluate Information/Sources	2	1–2	1–2		
			4: Use Evidence	2	1–2	1–2		

Target Sampling ELA/Literacy Grade 11								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores
					Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/Purpose	4/7: Compose Full Texts	4	0	0	1	1
		Evidence/Elaboration	4/7: Compose Full Texts					1
			8: Language and Vocabulary Use					
		Conventions	9: Edit/Clarify					1
	4. Research	Research	2: Analyze/Integrate Information	3, 4	0-1	0-1	0	1
			3: Evaluate Information/Sources	3, 4				
			4: Use Evidence	3, 4				

Math SBAC Claims and Targets Resource Information

Scale Score and Achievement Level
Each student receives a total score, expressed as a four-digit overall scale score and one of four achievement levels for each content area. The possible achievement levels are Standard Exceeded (Level 4), Standard Met (Level 3), Standard Nearly Met (Level 2), and Standard Not Met (Level 1).

Claims
Student's performance on each claim is represented by one of three performance levels—Below Standard, Near Standard, or Above Standard. A claim is a statement about what a student knows or is able to do. Smarter Balanced has identified four claims specific to ELA and four claims for mathematics that focus on what students are expected to know and be able to do at each grade level. Claims can include more than one target. All claims and targets—as well as assessment blueprints and other test development resources—can be found in the Smarter Content Explorer. Sample test items by Claim and Target can be viewed at Home - Smarter Balanced Sample Items.

11th grade students take a shorter / adjusted version of the SBAC test. The "adjusted" framework for the **Smarter Balanced Assessment Consortium (SBAC)** refers to the shortened test blueprints adopted by California.
The adjusted blueprint **reduces the number of test questions** to save instructional time, meaning student score reports (SSRs) only show overall achievement levels and no longer break down individual student performance by sub-domain or "Claim". However, the core **Claims and Assessment Targets** themselves remain the framework used to design the test items.

Below is the definitive breakdown of the SBAC Claims and Targets used to evaluate student mastery under the adjusted blueprint.

Mathematics Claims
Math assessments focus on conceptual understanding, procedural skill, and problem-solving, with detailed, target-level reporting primarily available for Claim 1:

- **Claim 1 (Concepts & Procedures):** Evaluates application of math concepts and precision, utilizing specific lettered targets (A-L).
- **Claim 2 (Problem Solving):** Focuses on solving complex, real-world problems.
- **Claim 3 (Communicating Reasoning):** Assesses the ability to create arguments, evaluate logic, and justify conclusions.
- **Claim 4 (Modeling & Data Analysis):** Measures skills in using mathematical models to analyze data and scenarios.

Targets
An assessment target defines the grade-specific knowledge, skill, or ability that students should know or be able to demonstrate within a domain in either ELA or mathematics.

Claim:	Targets:
Concepts & Procedures	A. Extend the properties of exponents to rational exponents.

	B. Use properties of rational and irrational numbers. C. Reason quantitatively and use units to solve problems D. Interpret the structure of expressions. E. Write expressions in equivalent forms to solve problems. F. Perform arithmetic operations on polynomials. G. Create equations that describe numbers or relationships. H. Understand solving equations as a process of reasoning and explain the reasoning. I. Solve equations and inequalities in one variable. J. Represent and solve equations and inequalities graphically K. Understand the concept of a function and use function notation L. Interpret functions that arise in applications in terms of a context. M. Analyze functions using different representations. N. Build a function that models a relationship between two quantities. O. Define trigonometric ratios and solve problems involving right triangles. P. Summarize, represent, and interpret data on a single count or measurement variable.
Problem Solving	A. Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships.
Communicating Reasoning	A. Test propositions or conjectures with specific examples. B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. C. State logical assumptions being used. D. Use the technique of breaking an argument into cases. E. Distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in the argument—explain what it is. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply.
Modeling & Data Analysis	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. C. State logical assumptions being used. D. Interpret results in the context of a situation.

	E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. F. Identify important quantities in a practical situation and map their relationships. G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.

Math Adjusted Form Summative Blueprint (What is on the real SBAC?)

Target Sampling Mathematics Grade 11						
Claim	Content Category	Assessment Targets	DOK[1,2]	Items		Total Items
				CAT	PT	
1. Concepts and Procedures	Priority Cluster	D. Interpret the structure of expressions.	1, 2	1-2	0	11
		E. Write expressions in equivalent forms to solve problems.	1, 2			
		F. Perform arithmetic operations on polynomials.	2	0-1		
		G. Create equations that describe numbers or relationships.	1, 2	2		
		H. Understand solving equations as a process of reasoning and explain the reasoning.	1, 2			
		I. Solve equations and inequalities in one variable.	1, 2			
		J. Represent and solve equations and inequalities graphically.	1, 2	0-2		
		K. Understand the concept of a function and use function notation.	1, 2	0-2		
		L. Interpret functions that arise in applications in terms of a context.	1, 2	2		
		M. Analyze functions using different representations.	1, 2, 3			
		N. Build a function that models a relationship between two quantities.	2			
	Supporting Cluster	O. Define trigonometric ratios and solve problems involving right triangles.	1, 2	0-2		
		P. Summarize, represent, and interpret data on a single count or measurement variable.	2	0-2		
		A. Extend the properties of exponents to rational exponents.	1, 2	0-1		
		B. Use properties of rational and irrational numbers.	1, 2			
		C. Reason quantitatively and use units to solve problems.	1, 2	0-1		

Target Sampling Mathematics Grade 11						
Claim	Content Category	Assessment Targets	DOK[1,2]	Items		Total Items
				CAT	PT	
2. Problem Solving 4. Modeling and Data Analysis	Problem Solving (drawn across content domains)	A. Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	2, 3	0-1	1–2	5-7
		B. Select and use appropriate tools strategically. C. Interpret results in the context of a situation. D. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	0-1		
	Modeling and Data Analysis (drawn across content domains)	A. Apply mathematics to solve problems arising in everyday life, society, and the workplace. D. Interpret results in the context of a situation.	2, 3	0-1	1–3	
		B. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. E. Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon.	2, 3, 4	0-1		
		C. State logical assumptions being used. F. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flow charts, or formulas).	1, 2, 3	0-1		
		G. Identify, analyze, and synthesize relevant external resources to pose or solve problems.	3, 4	0		
3. Communicating Reasoning	Communicating Reasoning (drawn across content domains)	A. Test propositions or conjectures with specific examples. D. Use the technique of breaking an argument into cases.	2, 3	1-2	0-2	4-6
		B. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures. E. Distinguish correct logic or reasoning from that which is flawed, and–if there is a flaw in the argument–explain what it is.	2, 3, 4	1-2		
		C. State logical assumptions being used. F. Base arguments on concrete referents such as objects, drawings, diagrams, and actions. G. At later grades, determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)	2, 3	1		

Science CAST Domains and Claims Resource Information

The test includes three science domains (Physical Sciences, Life Sciences, and Earth and Space Sciences) and one engineering domain (Engineering, Technology, and Application of Science). For scoring and reporting purposes, each of the three science domains will constitute one third of the test (items written to assess PEs associated with Engineering, Technology, and Application of Science will be assigned to one of the three science domains, depending upon the context of their stimulus). California's Environmental Principles and Concepts will also be used as context for items, as appropriate to the three science domains.

CAST Claims

The CAST has four claims—one overall claim for the entire assessment, and three separate science domain claims. Table 1 shows the claim statements for CAST.

Table 1. CAST Claims

Domains	Description
3D Overall	Students can demonstrate performances associated with the expectations of the California Next Generation Science Standards, through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts across the domains of Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Application of Science.
3D Physical Sciences	Students can demonstrate performances associated with the expectations in the disciplinary area of Physical Sciences within the California Next Generation Science Standards, through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts.
3D Life Sciences	Students can demonstrate performances associated with the expectations in the disciplinary area of Life Sciences within the California Next Generation Science Standards, through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts.
3D Earth and Space Sciences	Students can demonstrate performances associated with the expectations in the disciplinary area of Earth and Space Sciences within the California Next Generation Science Standards, through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts.

Table 2. Segments Contributing to Individual Scores—Assessed in Grades 5 and 8, and High School
Testing Time: 1 hour and 40 minutes

Science Domain	Disciplinary Core Idea (DCI)**	Segment A: Discrete Items				Segment B: Performance Tasks (PTs)
		Items by DCI—Grade 5	Items by DCI—Grade 8	Items by DCI—HS	Total Segment A Items (and Points) per Grade Level	
Physical Sciences (PS)	**PS1:** *Matter and Its Interactions*	1–3	1–5	2–7	8–12 (12–18 Points)	2 PTs
	PS2: *Motion and Stability: Forces and Interactions*	1–4	1–4	1–5		
	PS3: *Energy*	1–4	1–4	1–4		
	PS4: *Waves and Their Applications in Technologies for Information Transfer*	1–2	1–2	1–4		
	ETS1: *Engineering Design*	*	*	*		
Life Sciences (LS)s	**LS1:** *From Molecules to Organisms: Structures and Processes*	1–2	1–6	1–6	8–12 (12–18 Points)	
	LS2: *Ecosystems: Interactions, Energy and Dynamics*	1–2	1–4	1–7		
	LS3: *Heredity: Inheritance and Variation of Traits*	1–2	1–2	1–2		
	LS4: *Biological Evolution: Unity and Diversity*	1–4	1–5	1–5		
	ETS1: *Engineering Design*	*	*	*		
Earth and Space Sciences (ESS)	**ESS1:** *Earth's Place in the Universe*	1–2	1–3	1–5	8–12 (12–18 Points)	
	ESS2: *Earth's Systems*	1–5	1–5	1–6		
	ESS3: *Earth and Human Activity*	1–3	1–4	1–5		
	ETS1: *Engineering Design*	*	*	*		
TOTALS					**32–34 Items (42–44 Points)**	**2 PTs, 4–6 Items per PT (12–14 Points Total)**

* Across the three science domains, a student will receive 2 to 4 items assessing Engineering, Technology, and Application of Science. The item(s) may be discrete or part of a PT.

** The CAST Item Specifications provide greater detail on the assessment targets by Performance Expectation.

Table 3. Segment Contributing to Group Scores*—Assessed in Grades 5 and 8, and High School
Testing Time: 20 minutes

Science Domain	DCIs	Discrete Items	Performance Tasks (PT)
Physical Sciences (PS)	**PS1:** *Matter and Its Interactions*	2–3	1 PT
	PS2: *Motion and Stability: Forces and Interactions*		
	PS3: *Energy*		
	PS4: *Waves and Their Applications in Technologies for Information Transfer*		
	ETS1: *Engineering Design*		
Life Sciences (LS)	**LS1:** *From Molecules to Organisms: Structures and Processes*	2–3	
	LS2: *Ecosystems: Interactions, Energy and Dynamics*		
	LS3: *Heredity: Inheritance and Variation of Traits*		
	LS4: *Biological Evolution: Unity and Diversity*		
	ETS1: *Engineering Design*		
Earth and Space Sciences (ESS)	**ESS1:** *Earth's Place in the Universe*	2–3	
	ESS2: *Earth's Systems*		
	ESS3: *Earth and Human Activity*		
	ETS1: *Engineering Design*		
Operational Items per Form (Segment C)		**6–7 Operational Discrete Items**	**1 Operational PT (4–6 Items)** ***OR*** **1 Field Test PT (4–7 Items)**
Field Test Items per Form (Segment C)		**6–7 Field Test Discrete Items**	
TOTAL Operational Items and Points (Segment C)		**4–7 Operational Items (6–8 Total Points)**	

* Group reporting includes items from Segment A, Segment B, and Segment C.