**EXAMPLE**

| **ELA Standard(s)** | **Learning Goals** | **Success Criteria** | **Possible Evidence Collected in a Classroom Formative Assessment Process** | **Evidence Collected in a Summative Assessment Item** |
| --- | --- | --- | --- | --- |
| **RL.4.2**Determine a theme of a story, drama, or poem from details in the text; summarize the text. | * Students will understand which details in a literary text are important (e.g., those related to character, setting, and plot) and which are not.
* Students will be able to distill the important details in a text into a summary.
* Students will understand that important details (e.g., those related to character, setting, and plot) work together to create the theme or meaning in a text.
 | * Students will distinguish important details from unimportant details to determine the theme of a text.
* Students will be able to write a summary of the text that emphasizes the key details.
* Students will be able to explain how the details work together to create the theme of a text and to show which details build on each other to form the complete picture of the theme.

At StandardTo meet the Success Criteria at standard, the student must be able to provide both the categorization of details and an explanation of how the details work together to build a theme, or a summary of the text using the most important details. Above StandardTo meet the Success Criteria above standard, the student must be able to provide the evidence at standards and one or more of the following: * An elaboration of the story that would strengthen the theme
* A comparison of two stories with similar themes with an analysis of the use of detail in each story to justify the reason for determining that one story is better than the other.

Below StandardTo meet the Success Criteria below standard, the student must be able to provide the categorization of details or determine the theme without relating it to the details in the text. | * An oral explanation of why each detail is important or unimportant, using details written on paper strips and sorted as important or unimportant.
* An oral explanation of why details in general are or are not important.
* A written summary of the text that focuses on important details.
* A written paragraph that includes a description of a theme from a story and an explanation of how the author creates the theme from details that are important and that build on each other.
 | Smarter Balanced Practice Test item Grade 4, #528* A description of a lesson from a story
 |
|  |  |  |  | Smarter Balanced Practice Test item Grade 6, #936 |
|  |  |  |  | Smarter Balanced Practice Test item Grade 11, #866 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |