Grade: 3

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12

Standards:		Evidences:
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and shows effective development of the topic and/or narrative elements[1] by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose. **Organization** • The student response consistently demonstrates purposeful and controlled organization[2] and includes an introduction and conclusion. **Clarity of Language** • The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	
W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up	

	to and including grade 3 on pages 28 and 29.)
W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W7	Conduct short research projects that build knowledge about a topic.
W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W9	(Begins in grade 4)
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 4

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12

Standards:		Evidences:
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements[1] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. **Clarity of Language** • The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	
	Produce clear and coherent writing in which the	

W4	development and organization are appropriate to task, purpose, <u>and audience</u>. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 4</u> on pages 28 and 29.)
W6	With some guidance and support from adults, use technology, <u>including the Internet,</u> to produce and publish writing as well as to interact and collaborate with others; <u>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</u>.
W7	Conduct short research projects that build knowledge <u>through investigation of different aspects of a topic</u>.
W8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and <u>categorize information</u>, and <u>provide a list of sources</u>.
W9	<u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> a. <u>Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</u> b. <u>Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</u>
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 5	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	**Evidences:**

	Standards	Evidences
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are <u>logically</u> grouped to support the writer's purpose. b. Provide <u>logically ordered</u> reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, <u>and clauses</u> (e.g., <u>consequently, specifically</u>). d. Provide a concluding statement or section related to the opinion presented.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements[1] by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. **Clarity of Language** • The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, <u>provide a general observation and focus,</u> and group related information <u>logically;</u> include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within <u>and across</u> categories of information using words, phrases, <u>and clauses</u> (e.g., <u>in contrast, especially</u>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use <u>narrative techniques,</u> such as dialogue, description, <u>and pacing,</u> to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, <u>and clauses</u> to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	

	e. Provide a conclusion that follows from the narrated experiences or events.
W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 6	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	**Evidences:**

	Standards	Evidences
W1	Write <u>arguments to support claims with clear reasons and relevant evidence</u>. a. Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u>. b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u> c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u> d. <u>Establish and maintain a formal style.</u> e. Provide a concluding statement or section <u>that follows from the argument presented</u>.	**Written Expression:** **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone[2], and/or domain-specific vocabulary. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine a topic and convey ideas, <u>concepts</u>, and information <u>through the selection, organization, and analysis of relevant content</u>. a. Introduce a topic; <u>organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect;</u> include formatting (e.g., headings), <u>graphics (e.g., charts, tables)</u>, and multimedia when useful to aiding comprehension. b. Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples. c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u> d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. <u>Establish and maintain a formal style.</u> f. Provide a concluding statement or section <u>that follows from the information or explanation presented</u>.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, <u>relevant</u> descriptive details, and <u>well-structured</u> event sequences. a. <u>Engage and</u> orient the reader by establishing a <u>context</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally <u>and logically</u>.	

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[1] The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.

[2] Tone is not assessed in grade 6.

	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W5	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)
W6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
W7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

	frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 7

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12

Standards:		Evidences:
W1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge 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), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone[2], and/or domain-specific vocabulary. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate 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 a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a	

	context <u>and point of view</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action and</u> convey experiences and events. Provide a conclusion that follows from <u>and reflects on</u> the narrated experiences or events.	
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W5	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, <u>focusing on how well purpose and audience have been addressed</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 7</u> on page 52.)	
W6	Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources as well as</u> to interact and collaborate with others, <u>including linking to and citing sources</u>.	
W7	Conduct short research projects to answer a question, drawing on several sources and <u>generating additional related, focused questions for further research and investigation</u>.	
W8	Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; assess the credibility <u>and accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism <u>and following a standard format for citation</u>.	
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *<u>grade 7</u> Reading standards* to literature (e.g., "Compare and contrast <u>a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u>"). b. Apply *<u>grade 7</u> Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument	

	and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</u>").	
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 8

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12

Standards:		Evidences:
W1	Write arguments to support claims with clear reasons and relevant evidence. 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 a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**Written Expression:** **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone[2], and/or domain-specific vocabulary. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), 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 a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator	

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[1] The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.
[2] Tone is not assessed in grade 6.

	and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, <u style="color:red">and reflection,</u> 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, <u style="color:red">and show the relationships among experiences and events.</u> d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W5	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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 <u style="color:red">up to and including grade 8</u> on page 52.)	
W6	Use technology, including the Internet, to produce and publish writing <u style="color:red">and present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others.	
W7	Conduct short research projects to answer a question <u style="color:red">(including a self-generated question),</u> drawing on several sources and generating additional related, focused questions that allow for <u style="color:red">multiple avenues of exploration.</u>	
W8	Gather relevant information from multiple 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.	
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *<u style="color:red">grade 8</u> Reading standards* to literature (e.g., <u style="color:red">"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</u>	

	<u style="color:red">rendered new</u>").
	b. Apply <u style="color:red">*grade 8*</u> *Reading standards* to literary nonfiction (e.g., "<u style="color:red">Delineate</u> and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; <u style="color:red">recognize when irrelevant evidence is introduced</u>").
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 9-10

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12

Standards:		Evidences:
W1	Write arguments to support claims <u>in an analysis of substantive topics or texts</u>, <u>using valid reasoning</u> and relevant and <u>sufficient</u> evidence. a. Introduce <u>precise</u> claim(s), distinguish the claim(s) from alternate or opposing claims and <u>create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence</u>. b. <u>Develop</u> claim(s) <u>and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u> c. Use words, phrases and clauses <u>to link the major sections of the text</u>, create cohesion and clarify the relationships <u>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</u>. d. Establish and maintain a formal style <u>and objective tone while attending to the norms and conventions of the discipline in which they are writing</u>. e. Provide a concluding statement or section that follows from and supports the argument presented.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone[2], and/or domain-specific vocabulary. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine and convey <u>complex</u> ideas, concepts and information <u>clearly and accurately</u> through the <u>effective</u> selection, organization and analysis of content. a. Introduce a topic; organize <u>complex</u> ideas, concepts and information <u>to make important connections and distinctions</u>; include formatting (e.g., headings), graphics (e.g., <u>figures</u>, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant and <u>sufficient</u> facts, <u>extended</u> definitions, concrete details, quotations, or other information and examples <u>appropriate to the audience's knowledge of the topic</u>. c. Use appropriate and varied transitions to <u>link the major sections of the text</u>, create cohesion and clarify the relationships among <u>complex</u> ideas and concepts.	

[1] The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.
[2] Tone is not assessed in grade 6.

	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W6	Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize

	multiple sources on the subject, demonstrating understanding of the subject under investigation.	
W8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
W9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.

Grade: 11

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6‑12

Standards:		Evidences:
W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, <u>knowledgeable</u> claim(s), <u>establish the significance of the claim(s)</u>, distinguish the claim(s) from alternate or opposing claims, and create an organization that <u>logically sequences</u> claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly <u>and thoroughly</u>, supplying <u>the most relevant</u> evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, <u>values</u>, <u>and possible biases</u>. c. Use words, phrases, and clauses <u>as well as varied syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[1] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[1] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone[2], and/or domain-specific vocabulary. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information <u>so that each new element builds on that which precedes it to create a unified whole</u>; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic <u>thoroughly by selecting the most significant and</u> relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions <u>and syntax</u> to	

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	link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e . Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)	

W6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing and elucidated in the scoring guide for each PCR.