

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:
<p>W1</p> <p>Write arguments to support claims <u>in an analysis of substantive topics or texts, using valid reasoning</u> and relevant and <u>sufficient</u> evidence.</p> <ol style="list-style-type: none"> 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> <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> 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> 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> Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Written Expression:</p> <p>Development of Ideas</p> <ul style="list-style-type: none"> The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements¹ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. <p>Organization</p> <ul style="list-style-type: none"> The student response demonstrates purposeful coherence, clarity, and cohesion² 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. <p>Clarity of Language</p> <ul style="list-style-type: none"> 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 tone³, and/or domain-specific vocabulary. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> 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
<p>W2</p> <p>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.</p> <ol style="list-style-type: none"> 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. 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> 	

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.

² 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.

³ Tone is not assessed in grade 6.

	<ul style="list-style-type: none"> 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. d. Use precise language and domain-specific vocabulary to <u>manage the complexity of</u> the topic. e. 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>. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (<u>e.g., articulating implications or the significance of the topic</u>). 	<p>and usage, meaning is clear throughout the response.</p>
<p>W3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, <u>well-chosen</u> details and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by <u>setting out a problem, situation, or observation, establishing one or multiple point(s) of view</u> and introducing a narrator and/or characters; <u>create a smooth progression of experiences or events</u>. b. Use narrative techniques, such as dialogue, pacing, description, reflection and <u>multiple plot lines</u>, to develop experiences, events and/or characters. c. Use a variety of <u>techniques to sequence events so that they build on one another to create a coherent whole</u>. d. Use precise words and phrases, <u>telling</u> details and sensory language to <u>convey a vivid picture of the experiences, events, setting and/or characters</u>. e. Provide a conclusion that follows from and reflects on <u>what is experienced, observed, or resolved over the course of the narrative</u>. 	
<p>W4</p>	<p>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.)</p>	
<p>W5</p>	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on <u>addressing what is most significant for a specific purpose and audience</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grades 9–10 on page 54</u>.)</p>	
<p>W6</p>	<p>Use technology, including the Internet, to produce, publish and <u>update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically</u>.</p>	
<p>W7</p>	<p>Conduct short <u>as well as more sustained</u> research projects to answer a question (including a self-generated question) <u>or solve a problem</u>; <u>narrow or broaden the inquiry when appropriate</u>; <u>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</u>.</p>	

<p>W8</p>	<p>Gather relevant information from multiple <u>authoritative</u> print and digital sources, using <u>advanced searches</u> effectively; assess the <u>usefulness</u> of each source <u>in answering the research question</u>; <u>integrate information into the text selectively to maintain the flow of ideas</u>, avoiding plagiarism and following a standard format for citation.</p>	
<p>W9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>a. Apply <u>grades 9–10 Reading standards</u> to literature (e.g., “Analyze how <u>an author</u> draws on <u>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]</u>”).</p> <p>b. Apply <u>grades 9–10 Reading standards</u> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is <u>valid</u> and the evidence is relevant and sufficient; <u>identify false statements and fallacious reasoning</u>”).</p>	
<p>W10</p>	<p>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.</p>	

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:
<p>W1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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, and possible biases</u>. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Written Expression:</p> <p>Development of Ideas</p> <ul style="list-style-type: none"> The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁴ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. <p>Organization</p> <ul style="list-style-type: none"> The student response demonstrates purposeful coherence, clarity, and cohesion⁵ 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. <p>Clarity of Language</p> <ul style="list-style-type: none"> 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 tone⁶, and/or domain-specific vocabulary. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> 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
<p>W2</p> <p>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.</p> <ol style="list-style-type: none"> 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. Develop the topic <u>thoroughly by selecting the most significant and</u> relevant facts, extended definitions, concrete details, quotations, or other information and 	

⁴ 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.

² 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.

³ Tone is not assessed in grade 6.

	<p>examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions <u>and syntax</u> to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, <u>and techniques such as metaphor, simile, and analogy</u> to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p>	<p>grammar and usage, meaning is clear throughout the response.</p>
<p>W3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation <u>and its significance</u>, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole <u>and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution)</u>.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>W4</p>	<p>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.)</p>	
<p>W5</p>	<p>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 <u>up to and including grades 11–12</u> on page 54.)</p>	
<p>W6</p>	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing</p>	

	products <u>in response to ongoing feedback, including new arguments or information.</u>	
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 <u>strengths and limitations</u> of each source <u>in terms of the task, purpose, and audience</u> ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and <u>overreliance on any one source</u> and following a standard format for citation.	
W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <u>grades 11–12 Reading standards</u> to literature (e.g., <u>“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”</u>).</p> <p>Apply <u>grades 11–12 Reading standards</u> to literary nonfiction (e.g., <u>“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., <i>The Federalist</i>, presidential addresses]”</u>).</p>	
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.	