



Title: ELA/Literacy Standards Implementation: Evidence Statements

Intended Audience: School/District Leaders, Curriculum Directors, Teacher Leaders, Teachers

Description: The PARCC ELA Evidence Tables were developed in collaboration with many educators to guide the development of the summative assessment. The Evidence Tables are a breakdown of skills for each standard and describe the knowledge and skills that an assessment item or a task elicits from students. They can also be used to guide the development of local curriculum, instruction, and assessment.

Suggested Uses for this Document:

1. District/school leadership may use this document to independently analyze current tasks and the level of rigor that have been developed for use by teachers.
2. District/school leadership may use the evidence statements to consider the types of tasks required for summative assessments and when the tasks are placed into the scope and sequence of curriculum.
3. District/school leadership and/or teachers may use these statements in creating formative assessments tasks that support the year round implementation of standards.

Instructions and Explanation for this Document:

Print the evidence statements/tables out for a specific grade level. Since the evidence tables provide a breakdown of skills within the standards, this tool can help teacher identify what questions, tasks or skills within the evidence statements are a part of their curriculum and which ones may need to be added.

For further information/feedback: Contact—www.plscomments.org

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Grade: 6	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. (1)¹
RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<ul style="list-style-type: none"> Provides a statement of a theme or central idea of a text. (1) Provides a description of how the theme or central idea is conveyed through particular details. (2) Provides a summary of the text distinct from personal opinions or judgments. (3)
RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<ul style="list-style-type: none"> Provides a description of how a particular story's or drama's plot unfolds in a series of episodes toward a resolution. (1) Provides a description of how the characters respond or change as the plot moves toward a resolution. (2)
RL 5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<ul style="list-style-type: none"> Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. (1) Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot. (2)
RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.	<ul style="list-style-type: none"> Provides an explanation of how an author develops the point of view of the narrator or speaker in a text. (1)
RL 7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	<ul style="list-style-type: none"> Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching. (1)
RL 9: 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.	<ul style="list-style-type: none"> Provides a comparison and contrast of 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. (1)

¹ This evidence combines grade 6 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 6	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p>RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RST 1: Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<ul style="list-style-type: none"> For RI 1, provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. (1)² For RST1 and RH1, provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources. (3)
<p>RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RST 2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<ul style="list-style-type: none"> Provides a statement of the central idea(s) of a text. (1) Provides a statement of how the central idea is conveyed through particular details. (2) Provides an objective summary of the text distinct from personal opinions or judgments. (3) For RST 2, determines the central ideas or conclusions of a text. (4) For RH 2, determines the central ideas of a primary or secondary source. (5)
<p>RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RH 3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<ul style="list-style-type: none"> For RI3, analyze in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). (1)³ For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4) For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)
<p>RI 5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RST 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<ul style="list-style-type: none"> For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section fits into the overall structure of a text. (1) For RI 5, provides an analysis of how a particular sentence, paragraph, chapter or section contributes to the development of the ideas. (2) For RST 5, provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic. (3) For RH 5, provides a description of how a text presents information (e.g. sequentially, comparatively, causally). (4)
<p>RI 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p> <p>RH 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded</p>	<ul style="list-style-type: none"> For RI6, provides a statement of an author's point of view in a text. (1) For RI6, provides a statement of an author's purpose in a text. (2) For RI6, provides an explanation of how the author's point of view or purpose is conveyed in the text. (3) For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4)

² This evidence combines grade 6 evidences RI1.1 and RI1.2 from Phases 1 and 2.

³ This evidence combines grade 6 evidences RI3.1, RI3.2 and RI3.3 from Phases 1 and 2.

<p>language, inclusion or avoidance of particular facts).</p>	<ul style="list-style-type: none"> • For RH 6, provides an identification of aspects of a text that reveal an author's point of view (e.g. loaded language, inclusion or avoidance of particular facts). (5) • For RH 6, provides an identification of aspects of a text that reveal an author's purpose (e.g. loaded language, inclusion or avoidance of particular facts). (6)
<p>RI 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RST 7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<ul style="list-style-type: none"> • For RI7, demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g. visually, quantitatively) as well as in words. (1) • For RST 7, provides an integration of quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). (2) • For RH 7, provides an integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (3)
<p>RI 8: 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. RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RH 8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<ul style="list-style-type: none"> • For RI8, provides a tracing of the argument and/or specific claims in a text. (1) • For RI8, provides an evaluation of the argument and/or specific claims in a text. (2) • For RI8, provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. (3) • For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (4) • For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (5)
<p>RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RST 9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RH9: Analyze the relationship between a primary and secondary source on the same topic.</p>	<ul style="list-style-type: none"> • For RI9, provides a comparison and contrast of one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (1) • For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (2) • For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (3)

Grade: 6	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	Evidences to be measured on the PARCC Summative Assessment (The student's response):
<p>RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/ or provides an analysis of the impact of specific word choice on meaning and/or tone. (1)
<p>RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RST 4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). (1) • For RST 4, demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>. (2) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (3) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. (4)
<p>L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (2)

<p>L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>	<ul style="list-style-type: none"> • Demonstrates ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). (1) • Demonstrates ability to interpret figures of speech in context. (2) • Demonstrates the ability to determine the relationship between particular words. (3) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (4)
<p>L 6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. (1)

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:
<p>W1</p> <p>Write <u>arguments to support claims with clear reasons and relevant evidence</u>.</p> <ol style="list-style-type: none"> Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u>. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</u>. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</u>. <u>Establish and maintain a formal style</u>. Provide a concluding statement or section <u>that follows from the argument presented</u>. 	<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
<p>W2</p> <p>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>.</p> <ol style="list-style-type: none"> Introduce a topic; <u>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</u>. Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples. <u>Use appropriate transitions to clarify the relationships among ideas and concepts</u>. Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Establish and maintain a formal style</u>. Provide a concluding statement or section <u>that follows from the information or explanation presented</u>. 	
<p>Write narratives to develop real or imagined experiences or</p>	

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.

<p>W3</p>	<p>events using effective technique, <u>relevant</u> descriptive details, and <u>well-structured</u> event sequences.</p> <ol style="list-style-type: none"> <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>. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <u>and/or characters</u>. Use a variety of transition words, phrases, and clauses <u>to convey sequence and signal shifts from one time frame or setting to another</u>. Use <u>precise</u> words and phrases, <u>relevant descriptive details</u>, and <u>sensory language</u> to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. 	<p>effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p>W4</p>	<p>Produce clear and coherent writing in which the development, organization, <u>and style</u> 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>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 <u>up to and including grade 6 on page 52</u>.)</p>	
<p>W6</p>	<p>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 <u>three pages</u> in a single sitting.</p>	
<p>W7</p>	<p>Conduct short research projects <u>to answer a question, drawing on</u> several sources <u>and refocusing the inquiry when appropriate</u>.</p>	
<p>W8</p>	<p>Gather relevant information from <u>multiple</u> print and digital sources; <u>assess the credibility of each source; and quote</u> or paraphrase <u>the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources</u>.</p>	
<p>W9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <u>grade 6 Reading standards</u> to literature (e.g., “Compare and contrast <u>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</u>”). Apply <u>grade 6 Reading standards</u> to literary nonfiction (e.g., “<u>Trace and evaluate the argument and specific claims in a text, distinguishing claims</u> 	

	<u>that are supported by reasons and evidence from claims that are not”</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.	

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:
<p>W1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence <u>logically</u>. Support claim(s) with <u>logical reasoning</u> and relevant evidence, using <u>accurate</u>, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to <u>create cohesion and</u> clarify the relationships among claim(s), reasons, <u>and evidence</u>. Establish and maintain a formal style. Provide a concluding statement or section that follows from <u>and supports</u> 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 a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic <u>clearly, previewing what is to follow</u>; 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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to <u>create cohesion and</u> clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from <u>and supports</u> the information or explanation presented. 	
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	

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>W3</p>	<p>details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 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. 	<p>grammar and usage, meaning is clear throughout the response.</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>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.)</p>	
<p>W6</p>	<p>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>.</p>	
<p>W7</p>	<p>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>.</p>	
<p>W8</p>	<p>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>.</p>	
<p>W9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <u>grade 7 Reading standards</u> 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>”). Apply <u>grade 7 Reading standards</u> 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.	

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:
<p>W1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. 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 elements⁷ 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 cohesion⁸ 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 tone⁹, 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 a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	
<p>W3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	

⁷ 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>details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, description, <u>and reflection</u>, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, <u>and show the relationships among experiences and events</u>. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>grammar and usage, meaning is clear throughout the response.</p>
W4	<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>	
W5	<p>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>up to and including grade 8</u> on page 52.)</p>	
W6	<p>Use technology, including the Internet, to produce and publish writing <u>and present the relationships between information and ideas efficiently</u> as well as to interact and collaborate with others.</p>	
W7	<p>Conduct short research projects to answer a question (<u>including a self-generated question</u>), drawing on several sources and generating additional related, focused questions that allow for <u>multiple avenues of exploration</u>.</p>	
W8	<p>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.</p>	
W9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <u>grade 8 Reading standards</u> to literature (e.g., <u>“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> 	

	<p><u>rendered new</u>").</p> <p>b. Apply <u>grade 8 Reading standards</u> to literary nonfiction (e.g., "<u>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>recognize when irrelevant evidence is introduced</u>").</p>	
W10	<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>	