Transitional Colorado Assessment Program (TCAP) Assessment Framework
Grade 4 Writing

The assessment frameworks specify the content that will be eligible for assessment in the 2012 and 2013 TCAP by aligning the assessment objectives from the Colorado Model Content Standards (old standards) with the Colorado Academic Standards (new standards). TCAP supports the transition to the Colorado Academic Standards (CAS) during the next two years as a gradual approach to statewide measuring of student achievement of the new standards.

Please remember that the TCAP frameworks, and thus TCAP, are not inclusive of **all** of the CAS. **Districts should, however, still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.**

The frameworks are organized as indicated in the table below:

Standard	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
Benchmark	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
Specific knowledge and skills eligible for inclusion on TCAP for each Grade level.	Provides the code(s) from the Colorado Academic Standards (CAS) that correspond(s) to the assessment objective.	Provides the text from the CAS which correspond(s) to the assessment objective.	Provides clarifying information.

The following may assist in understanding the revised frameworks:
- As the new standards are mastery based, any assessment objective that is aligned to a standard from the Colorado Academic Standards at the relevant grade level or below is eligible for assessment on the TCAP.

- A CAS may be aligned to multiple assessment objectives. To ensure a reasonable document length per grade, some instances of multiple CAS alignments have been omitted.

- Unlike other content areas, there are no assessment objectives, or parts of assessment objectives, without CAS alignment that will continue to be assessed. Therefore, a table comprised of continued content is not included in this framework.

- Assessment objectives and parts of assessment objectives that will no longer be assessed have been struck through and are included in the revised frameworks for purposes of comparison to the prior frameworks only.

- An assessment objective may be aligned to a CAS that includes additional skills which exceed the assessment objective's expectations. In these instances, the TCAP will not assess the additional skills from the CAS; however, districts should still transition to the full range of the new standards as the complete set of CAS will be considered eligible content for inclusion in the new 2014 assessment.

- A key to the CAS Alignment Code can be by following this link:
  http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf

Standard 2	Students write and speak for a variety of purposes and audiences.		
Benchmarks	• Generating topics and developing ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation); • Organizing their speaking and writing, choosing vocabulary that communicates their messages clearly and precisely; • Revising and editing speech and writing; and • Creating readable documents with legible handwriting or word processing at the appropriate time.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. Generate topics and develop ideas for a variety of writing purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing a book report, creating a play, introducing a speaker or an event).	RWC10-GR.4-S.3-GLE.1-EO.a.i	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(CCSS: W.4.1a)	Generating topics and developing ideas is implied within the writing process.
b. Organize their writing.	RWC10-GR.4-S.3-GLE.1-EO.a.iv	Provide a concluding statement or section related to the opinion presented. (CCSS: W.4.1d)	
	RWC10-GR.4-S.3-GLE.1-EO.b.i	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally (CCSS: W.4.3a)	
	RWC10-GR.4-S.3-GLE.1-EO.b.iv	Use a variety of transitional words and phrases to manage the sequence of events. (CCSS: W.4.3c)	
	RWC10-GR.4-S.3-GLE.1-EO.b.vi	Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.4.3e)	
	RWC10-GR.4-S.3-GLE.2-EO.a.i	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. (CCSS: W.4.2a)	
	RWC10-GR.4-S.3-GLE.2-EO.a.iii	Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast	
	RWC10-GR.4-S.3-GLE.2-EO.a.iv	Organize relevant ideas and details to convey a central idea or prove a point	

Standard 2	Students write and speak for a variety of purposes and audiences.		
Benchmarks	• Generating topics and developing ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation); • Organizing their speaking and writing, choosing vocabulary that communicates their messages clearly and precisely; • Revising and editing speech and writing; and • Creating readable documents with legible handwriting or word processing at the appropriate time.		
Continued… b. Organize their writing.	RWC10-GR.4-S.3-GLE.2-EO.a.vi	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (CCSS:W.4.2c)	
	RWC10-GR.4-S.3-GLE.2-EO.a.viii	Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)	
	RWC10-GR.4-S.3-GLE.3-EO.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)	
	RWC10-GR.4-S.3-GLE.3-EO.e	Use knowledge of language and its conventions when writing, speaking, reading, or listening (CCSS: L.4.3)	
c. Choose vocabulary that communicates their messages clearly and precisely.	RWC10-GR.4-S.3-GLE.1-EO.a.iii	Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).	
	RWC10-GR.4-S.3-GLE.1-EO.b.iii	Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS: W.4.3b)	
	RWC10-GR.4-S.3-GLE.1-EO.b.v	Use concrete words and phrases and sensory details to convey experiences and events precisely	
	RWC10-GR.4-S.3-GLE.2-EO.a.vii	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)	
	RWC10-GR.4-S.3-GLE.3-EO.e.i	Choose words and phrases to convey ideas precisely. (CCSS: L.4.3a)	
	RWC10-GR.4-S.3-GLE.3-EO.e.iii	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (CCSS: L.4.3c)	
d. Plan, draft, revise and editing writing	RWC10-GR.4-S.3-GLE.1-EO.b.ii; RWC10-GR.4-S.3-GLE.2-EO.a.ii	Choose planning strategies to support text structure and intended outcome	
	RWC10-GR.4-S.3-GLE.3-EO.a	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.4.4)	

Standard 2	Students write and speak for a variety of purposes and audiences.		
Benchmarks	• Generating topics and developing ideas for a variety of writing and speaking purposes (for example, telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation); • Organizing their speaking and writing, choosing vocabulary that communicates their messages clearly and precisely; • Revising and editing speech and writing; and • ~~Creating readable documents with legible handwriting or word processing at the appropriate time.~~		
~~e. Create readable documents with legible handwriting at the appropriate time.~~			Not Assessed

Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
Benchmarks	• Knowing and using subject/verb agreement; • Knowing and using correct modifiers; • Knowing and using correct capitalization, punctuation, and ~~abbreviations~~; and • Spelling frequently used words correctly using phonics rules and exceptions.		
Assessment Objective	**CAS Alignment Code**	**CAS Expectation Text**	**Comment**
a. Know and use correct subject/verb agreement.	RWC10-GR.3-S.3-GLE.3-EO.e.v	Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (CCSS: L.3.1e)	
	RWC10-GR.3-S.3-GLE.3-EO.e.vi	Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	
	RWC10-GR.4-S.3-GLE.3-EO.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)	
	RWC10-GR.4-S.3-GLE.3-EO.f.ii	Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. (CCSS: L.4.1b)	
	RWC10-GR.4-S.3-GLE.3-EO.f.vi	Use compound subjects (Tom and Pat went to the store) and compound verbs (Harry thought and worried about the things he said to Jane) to create sentence fluency in writing	
b. Know and use correct modifiers.	RWC10-GR.3-S.3-GLE.3-EO.e.vi	Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	
	RWC10-GR.3-S.3-GLE.3-EO.e.vii	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.3.1g)	

Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
Benchmarks	• Knowing and using subject/verb agreement; • Knowing and using correct modifiers; • Knowing and using correct capitalization, punctuation, and ~~abbreviations~~; and • Spelling frequently used words correctly using phonics rules and exceptions.		
	RWC10-GR.4-S.2-GLE.3-EO.c.i	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS: L.4.4a)	
	RWC10-GR.4-S.3-GLE.3-EO.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.4.1)	
	RWC10-GR.4-S.3-GLE.3-EO.f.i	Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). (CCSS: L.4.1a)	
	RWC10-GR.4-S.3-GLE.3-EO.f.iii	Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. (CCSS: L.4.1c)	
	RWC10-GR.4-S.3-GLE.3-EO.f.iv	Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). (CCSS: L.4.1d)	
	RWC10-GR.4-S.3-GLE.3-EO.f.vii	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	
c. Know and use correct capitalization, punctuation, and ~~abbreviations.~~	RWC10-GR.4-S.3-GLE.3-EO.e.ii	Choose punctuation for effect (CCSS: L.4.3b)	
	RWC10-GR.4-S.3-GLE.3-EO.g	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)	
	RWC10-GR.4-S.3-GLE.3-EO.g.i	Use correct capitalization. (CCSS: L.4.2a)	
	RWC10-GR.4-S.3-GLE.3-EO.g.ii	Use commas and quotation marks to mark direct speech and quotations from a text (CCSS: L.4.2b)	
	RWC10-GR.4-S.3-GLE.3-EO.g.iii	Use a comma before a coordinating conjunction in a compound sentence (CCSS: L.4.2c)	
d. Spell frequently used words using phonics rules and exceptions.	RWC10-GR.4-S.3-GLE.3-EO.f.viii	Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g)	
	RWC10-GR.4-S.3-GLE.3-EO.g.iv	Spell grade-appropriate words correctly, consulting references as needed (CCSS: L.4.2d)	
e. Write in complete sentences.	RWC10-GR.4-S.3-GLE.3-EO.f.v	Form and use prepositional phrases. (CCSS: L.4.1e)	

Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
Benchmarks	• Knowing and using subject/verb agreement; • Knowing and using correct modifiers; • Knowing and using correct capitalization, punctuation, and ~~abbreviations~~; and • Spelling frequently used words correctly using phonics rules and exceptions.		
	RWC10-GR.4-S.3-GLE.3-EO.f.vii	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (CCSS: L.4.1f)	
	RWC10-GR.4-S.3-GLE.3-EO.g	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.4.2)	