



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 7 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:

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| 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



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| Standard 2 | | Students write and speak for a variety of purposes and audiences. | |
| Benchmarks | | <ul style="list-style-type: none"> • Writing stories, letters, and reports with greater detail and supporting material; • Choosing vocabulary and figures of speech that communicate clearly; • Drafting, revising, editing, and proofreading for a legible final copy; • Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information); • Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and • Recognizing stylistic elements such as voice, tone, and style. | |
| Assessment Objective | CAS Alignment Code | CAS Expectation Text | Comment |
| a. Write in a variety of modes such as narrative, expository or descriptive for various audiences and purposes (for example, to entertain, to inform or to persuade). | RWC10-GR.7-S.3-GLE.1-EO.a | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3) | |
| | RWC10-GR.7-S.3-GLE.1-EO.a.vii | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b) | |
| | RWC10-GR.7-S.3-GLE.2-EO.b | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2) | |
| b. Develop ideas and content with significant details, examples, and/or reasons. | RWC10-GR.7-S.3-GLE.2-EO.a | Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1) | |
| | RWC10-GR.7-S.3-GLE.2-EO.a.v | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a) | |
| | RWC10-GR.7-S.3-GLE.2-EO.a.vi | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b) | |
| | RWC10-GR.7-S.3-GLE.2-EO.b.ii | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b) | |



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| Standard 2 | Students write and speak for a variety of purposes and audiences. | | |
| Benchmarks | <ul style="list-style-type: none"> • Writing stories, letters, and reports with greater detail and supporting material; • Choosing vocabulary and figures of speech that communicate clearly; • Drafting, revising, editing, and proofreading for a legible final copy; • Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information); • Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and • Recognizing stylistic elements such as voice, tone, and style. | | |
| c. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. | RWC10-GR.7-S.3-GLE.1-EO.a.vi | 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. (CCSS: W.7.3a) | |
| | RWC10-GR.7-S.3-GLE.1-EO.a.x | Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e) | |
| | RWC10-GR.7-S.3-GLE.2-EO.a.ix | Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e) | |
| | RWC10-GR.7-S.3-GLE.2-EO.b.i | 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. (CCSS: W.7.2a) | |
| | RWC10-GR.7-S.3-GLE.2-EO.b.vi | Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f) | |
| | RWC10-GR.7-S.3-GLE.3-EO.d | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS:L.7.3a) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4) | |



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| Standard 2 | Students write and speak for a variety of purposes and audiences. | | |
| Benchmarks | <ul style="list-style-type: none"> • Writing stories, letters, and reports with greater detail and supporting material; • Choosing vocabulary and figures of speech that communicate clearly; • Drafting, revising, editing, and proofreading for a legible final copy; • Applying skills in analysis, synthesis, evaluation, and explanation to their writing and speaking; • Incorporating source materials into their speaking and writing (for example, interview, news articles, encyclopedia information); • Writing and speaking in the content areas (for example, science, geography, history, literature), using the technical vocabulary of the subject accurately; and • Recognizing stylistic elements such as voice, tone, and style. | | |
| d. Use transitions to link ideas. | RWC10-GR.7-S.3-GLE.1-EO.a.iv | Establish a central idea, define a clear focus for each section of the text (paragraphs, verses), and use transitional words and phrases to link ideas and sections. | |
| | RWC10-GR.7-S.3-GLE.1-EO.a.viii | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS:W.7.3c) | |
| | RWC10-GR.7-S.3-GLE.2-EO.b.iii | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c) | |
| e. Plan, draft, revise, and edit for a legible final copy. | RWC10-GR.7-S.3-GLE.1-EO.a.i | Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers). | |
| f. Use a variety of sentence structures with varied length. | RWC10-GR.7-S.3-GLE.3-EO.e.iii | Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases. | |
| g. Write with a voice appropriate to purpose and audience. | RWC10-GR.7-S.3-GLE.2-EO.a.iii | Reach an authentic audience with a piece of informational or persuasive writing. | |
| | RWC10-GR.7-S.3-GLE.3-EO.d | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4) | |



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| h. Choose a range of words that are precise and vivid. | RWC10-GR.7-S.3-GLE.3-EO.d | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4) | |
| | RWC10-GR.7-S.3-GLE.1-EO.a.ix | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d) | |



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| Standard 3 | Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. | | |
| Benchmarks | <ul style="list-style-type: none"> • Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; • Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; • Using modifiers, homonyms, and homophones in writing and speaking; • Using simple, compound, complex, and compound/complex sentences in writing and speaking; • Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; • Using prefixes, root words, and suffixes correctly in writing and speaking; • Expanding spelling skills to include more complex words; • Demonstrating use of conventional spelling in their published works; and • Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy. | | |
| Assessment Objective | CAS Alignment Code | CAS Expectation Text | Comment |
| a. Identify parts of speech, such as nouns, pronouns, verbs, and adjectives. | RWC10-GR.7-S.3-GLE.3-EO.e.iv | Use pronoun-antecedent agreement including indefinite pronouns. | |
| | RWC10-GR.7-S.3-GLE.3-EO.e.v | Write with consistent verb tense across paragraphs. | |
| | RWC10-GR.7-S.3-GLE.3-EO.e.vi | Use adjectives and adverbs correctly in sentences to describe verbs, adjectives, and other adverbs. | |
| b. Use standard English usage in writing, including subject/verb agreement, pronoun referents, modifiers, homonyms, and homophones. | 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.viii | Correctly use frequently confused words (e.g., to, too, two; there, their). (CCSS: L.4.1g) | |
| | RWC10-GR.7-S.3-GLE.3-EO.a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) | |
| | RWC10-GR.7-S.3-GLE.3-EO.b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.7.1) | |
| | RWC10-GR.7-S.3-GLE.3-EO.b.iii | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c) | |
| | RWC10-GR.7-S.3-GLE.3-EO.c | Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) | |
| | RWC10-GR.7-S.3-GLE.3-EO.e.iv | Use pronoun-antecedent agreement including indefinite pronouns. | |



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| Standard 3 | Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. | | |
| Benchmarks | <ul style="list-style-type: none"> Identifying the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections; Using correct pronoun case, regular and irregular noun and verb forms, and subject-verb agreement involving comparisons in writing and speaking; Using modifiers, homonyms, and homophones in writing and speaking; Using simple, compound, complex, and compound/complex sentences in writing and speaking; Punctuating and capitalizing titles and direct quotations, using possessives, and correct paragraphing in writing; Using prefixes, root words, and suffixes correctly in writing and speaking; Expanding spelling skills to include more complex words; Demonstrating use of conventional spelling in their published works; and Using resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy. | | |
| c. Write in complete sentences | RWC10-GR.7-S.3-GLE.3-EO.b.ii | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b) | |
| | RWC10-GR.7-S.3-GLE.3-EO.c | Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) | |
| | RWC10-GR.7-S.3-GLE.3-EO.d | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS:L.7.3a) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4) | |
| d. Use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes one major but focused idea. | RWC10-GR.4-S.3-GLE.3-EO.d | Use correct format (indenting paragraphs, parts of a letter, poem, etc.) for intended purpose. | |



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| e. Use conventional spelling in published work | RWC10-GR.7-S.3-GLE.3-EO.a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) | |
| | RWC10-GR.7-S.3-GLE.3-EO.a.ii | Spell correctly. (CCSS: L.7.2b) | |
| | RWC10-GR.7-S.3-GLE.3-EO.c | Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) | |
| f. Punctuate correctly (for example, apostrophes, quotation marks, end marks, and commas). | RWC3-GR.3-S.3-GLE.3-EO.f.iii | Use commas and quotation marks in dialogue. (CCSS: L.3.2c) | |
| | RWC3-GR.3-S.3-GLE.3-EO.f.iv | Form and use possessives. (CCSS: L.3.2d) | |
| | RWC10-GR.7-S.3-GLE.3-EO.a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2) | |
| | RWC10-GR.7-S.3-GLE.3-EO.a.i | Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>). (CCSS: L.7.2a) | |
| | RWC10-GR.7-S.3-GLE.3-EO.c | Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3) | |
| | RWC10-GR.7-S.3-GLE.3-EO.e.i | Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens). | |
| | RWC10-GR.7-S.3-GLE.3-EO.e.ii | Write and punctuate compound and complex sentences correctly. | |