



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 8 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	<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 genres such as editorials, personal narratives, essays, stories, and letters for specific purposes (for example, to analyze, to evaluate, to entertain, to persuade, to inform, or to explain).	RWC10-GR.8-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.8.3)	
	RWC10-GR.8-S.3-GLE.1-EO.a.ii	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CCSS: W.8.3b)	
	RWC10-GR.8-S.3-GLE.2-EO.a.ii	Write and justify a personal interpretation of literary or informational text that includes a thesis, supporting details from the literature, and a conclusion	
	RWC10-GR.8-S.3-GLE.2-EO.a.iii	Select and use appropriate rhetorical techniques (such as asking questions, using humor, etc.) for a variety of purposes	
	RWC10-GR.8-S.3-GLE.2-EO.a.x	Explain and imitate emotional and logical appeals used by writers who are trying to persuade an audience	
b. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a purposeful conclusion.	RWC10-GR.8-S.3-GLE.1-EO.a.i	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.8.3a)	
	RWC10-GR.8-S.3-GLE.1-EO.a.vi	Integrate the use of organizing techniques that break up sequential presentation of chronology in a story (use of foreshadowing; starting in the middle of the action, then filling in background information using flashbacks)	



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Continued... b. Organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a purposeful conclusion.	RWC10-GR.8-S.3-GLE.1-EO.a.x	Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.8.3e)	
	RWC10-GR.8-S.3-GLE.2-EO.a.i	Develop texts that offer a comparison, show cause and effect, or support a point	
	RWC10-GR.8-S.3-GLE.2-EO.a.vi	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (CCSS: W.8.1a)	
	RWC10-GR.8-S.3-GLE.2-EO.a.viii	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.8.1c)	
	RWC10-GR.8-S.3-GLE.2-EO.a.xi	Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.8.1e)	
	RWC10-GR.8-S.3-GLE.2-EO.b.i	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 (CCSS: W.8.2a)	
	RWC10-GR.8-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.8.2f)	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	
c. Use vivid and precise language appropriate to audience and purpose.	RWC10-GR.8-S.3-GLE.1-EO.a.iv	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.8.3d)	
	RWC10-GR.8-S.3-GLE.2-EO.b.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic.	



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d. Plan, draft, revise, and edit for a legible final copy.	RWC10-GR.8-S.3-GLE.2-EO.a.v	Use planning strategies to select and narrow topic	Planning, drafting and revising are considered an integral part of the writing process and are embedded throughout multiple grade level expectations.
	RWC10-GR.8-S.3-GLE.3-EO.e	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. (CCSS: W.8.5)	
e. Write in format (for example, lab reports, summaries, formal letters, and memos) and voice appropriate to purpose and audience.	RWC10-GR.8-S.3-GLE.1-EO.a.ix	Use mentor text/authors to help craft appropriate technique	
	RWC10-GR.8-S.3-GLE.2-EO.a.ix; RWC10-GR.8-S.3-GLE.2-EO.b.v	Establish and maintain a formal style (CCSS: W.8.2e)	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	
f. Vary sentence structure and length to enhance meaning and fluency	RWC10-GR.8-S.3-GLE.1-EO.a.viii	Express voice and tone and influence readers' perceptions by varying vocabulary, sentence structure, and descriptive details	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	



Standard 2	Students write and speak for a variety of purposes and audiences.		
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g. Develop ideas and content with significant details, examples, and/or reasons to address a prompt.	RWC10-GR.8-S.3-GLE.2-EO.a	Write arguments to support claims with clear reasons and relevant evidence	
	RWC10-GR.8-S.3-GLE.2-EO.a.iv	Use specific details and references to text or relevant citations to support focus or judgment	
	RWC10-GR.8-S.3-GLE.2-EO.a.vii	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (CCSS: W.8.1b)	
	RWC10-GR.8-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.8.2)	
	RWC10-GR.8-S.3-GLE.2-EO.b.ii	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples	
	RWC10-GR.8-S.3-GLE.2-EO.b.vii	Elaborate to give detail, add depth, and continue the flow of an idea	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	



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 correctly, such as nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections.	RWC10-GR.3-S.3-GLE.3-EO.e.i	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS: L.3.1a)	Identifying parts of speech is not explicitly in the CAS; however, identification is a prerequisite to CAS expectations.
	RWC10-GR.4-S.3-GLE.3-EO.f.v	Form and use prepositional phrases. (CCSS: L.4.1e)	
	RWC10-GR.8-S.3-GLE.3-EO.a.ii	Form and use verbs in the active and passive voice.	
	RWC10-GR.8-S.3-GLE.3-EO.a.iii	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	
b. Use standard English in writing including pronoun/antecedent agreement, subject/verb agreement, regular/irregular verbs, and modifiers.	RWC.GR.3.S.3-GLE.3-EO.e.vi	Ensure subject-verb and pronoun-antecedent agreement. (CCSS: L.3.1f)	
	RWC10-GR.8-S.3-GLE.3-EO.a.ii	Form and use verbs in the active and passive voice. (CCSS: L.8.1b)	
	RWC10-GR.8-S.3-GLE.3-EO.a.iii	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (CCSS: L.8.1c)	
	RWC10-GR.8-S.3-GLE.3-EO.a.iv	Recognize and correct inappropriate shifts in verb voice and mood (CCSS:L.8.1d)	
	RWC10-GR.8-S.3-GLE.3-EO.a.vii	Use subject-verb agreement with intervening phrases and clauses	
	RWC10-GR.8-S.3-GLE.3-EO.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.8.3)	



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Continued... b. Use standard English in writing including pronoun/antecedent agreement, subject/verb agreement, regular/irregular verbs, and modifiers.	RWC10-GR.8-S.3-GLE.3-EO.c.i	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (CCSS: L.8.3a)	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	
c. Write in complete sentences	RWC10-GR.8-S.3-GLE.3-EO.a.vii	Use subject-verb agreement with intervening phrases and clauses	
	RWC10-GR.8-S.3-GLE.3-EO.a.viii	Identify main and subordinate clauses and use that knowledge to write varied, strong, correct, complete sentences. (CCSS: L.8.1b)	
	RWC10-GR.8-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	



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d. Use conventions correctly (for example, all capitalization; apostrophes in contractions; quotation marks; underlining/italics; commas in a series, dates, addresses, direct address, letters; introductory words/phrases in dialogue and in complex and compound sentences).	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.f.i	Capitalize appropriate words in titles. (CCSS: L.3.2a)	
	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.i	Use correct capitalization. (CCSS: L.4.2a)	
	RWC.GR.5.S.3-GLE.3-EO.a.i	Use punctuation to separate items in a series. (CCSS: L.5.2a)	
	RWC10-GR.8-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
	RWC10-GR.8-S.3-GLE.3-EO.a.vi	Combine sentences with subordinate conjunctions	
	RWC10-GR.8-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.8.2)	
	RWC10-GR.8-S.3-GLE.3-EO.b.i	Use punctuation (comma, ellipsis, dash) to indicate a pause or break	
	RWC10-GR.8-S.3-GLE.3-EO.b.ii	Format and punctuate dialogue correctly	
RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)		



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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. 		
e. Use conventional spelling.	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.8-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS: L.8.2)	
	RWC10-GR.8-S.3-GLE.3-EO.b.iv	Spell correctly. (CCSS: L.8.2c)	
	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	
f. Use paragraphing correctly, so that each paragraph is differentiated by indenting or blocking and includes one major, focused idea.	RWC10-GR.8-S.3-GLE.3-EO.d	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.8.4)	