



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 9 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"> Using fictional, dramatic, and poetic techniques in writing; Conveying technical information in a written form appropriate to the audience; Supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing; Incorporating material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking; Selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy; Writing in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications); and Experimenting with 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.9-S.3-GLE.1-EO.a	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)	
	RWC10-GR.9-S.3-GLE.1-EO.b	Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience.	
	RWC10-GR.9-S.3-GLE.2-EO.a	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)	
	RWC10-GR.9-S.3-GLE.2-EO.a.iv	Use appropriate rhetorical appeals and genre to engage and guide the intended audience	
	RWC10-GR.9-S.3-GLE.2-EO.a.v	Anticipate and address readers' biases and expectations	
	RWC10-GR.9-S.3-GLE.2-EO.a.vii	Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience	
	RWC10-GR.9-S.3-GLE.2-EO.a.viii	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d)	
b. 1. Organize writing using a variety of text structures (for example, compare/contrast or problem/solution).	RWC10-GR.9-S.3-GLE.1-EO.a.ii	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CCSS: W.9-10.3c)	



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b. 2. Organize writing so that it has an engaging introduction, development of ideas, and 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.9-S.3-GLE.1-EO.a.i	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. (CCSS: W.9-10.3a)	
	RWC10-GR.9-S.3-GLE.3-EO.b	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.9-10.4)	
c. Use vivid and precise language and imagery as appropriate to audience and purpose.	RWC10-GR.9-S.3-GLE.1-EO.c	Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization.	
d. Plan, draft, revise, and edit for a legible final copy	RWC10-GR.9-S.3-GLE.2-EO.a (i-ix)	<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"> i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) ii. Develop claim(s) 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. (CCSS: W.9-10.1b) 	



Standard 2	Students write and speak for a variety of purposes and audiences.		
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Continued... d. Plan, draft, revise, and edit for a legible final copy	Continued... RWC10-GR.9-S.3-GLE.2-EO.a (i-ix)	iii. Use words, phrases, and clauses 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. (CCSS: W.9-10.1c) iv. Use appropriate rhetorical appeals and genre to engage and guide the intended audience v. Anticipate and address readers’ biases and expectations vi. Revise ideas and structure to improve depth of information and logic of organization vii. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience viii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d) ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e)	
	RWC10-GR.9-S.3-GLE.3-EO.c	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. (CCSS: W.9-10.5)	



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e. Write in format (for example: letters, lab reports, business communications, summaries and essays) and voice appropriate to purpose and audience.			Not explicitly in the CAS at 9 th grade or below.
f. Vary sentence structure and length to enhance meaning, clarity, and fluency.	RWC10-GR.9-S.3-GLE.1-EO.c	Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization.	
	RWC10-GR.9-S.3-GLE.3-EO.b	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.9-10.4)	
	RWC10-GR.9-S.3-GLE.3-EO.c	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. (CCSS: W.9-10.5)	
g. Develop main ideas and content with relevant support and explanation in response to a prompt.	RWC10-GR.9-S.3-GLE.2-EO.a.iii	Use words, phrases, and clauses 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. (CCSS: W.9-10.1c)	
	RWC10-GR.9-S.3-GLE.2-EO.a (i-ix)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <ul style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a) 	



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Benchmarks	<ul style="list-style-type: none"> • Using fictional, dramatic, and poetic techniques in writing; • Conveying technical information in a written form appropriate to the audience; • Supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing; • Incorporating material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking; • Selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy; • Writing in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications); and • Experimenting with stylistic elements such as voice, tone, and style. 		
<p>Continued... g. Develop main ideas and content with relevant support and explanation in response to a prompt.</p>	<p>Continued... RWC10-GR.9-S.3-GLE.2-EO.a (i-ix)</p>	<ul style="list-style-type: none"> ii. Develop claim(s) 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. (CCSS: W.9-10.1b) iii. Use words, phrases, and clauses 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. (CCSS: W.9-10.1c) iv. Use appropriate rhetorical appeals and genre to engage and guide the intended audience v. Anticipate and address readers’ biases and expectations vi. Revise ideas and structure to improve depth of information and logic of organization vii. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience viii. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS: W.9-10.1d) ix. Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.9-10.1e) 	
	RWC10-GR.9-S.3-GLE.3-EO.c	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. (CCSS: W.9-10.5)	



Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
Benchmarks	<ul style="list-style-type: none"> Using pronoun reference correctly in writing and speaking; Using phrases and clauses for purposes of modification and parallel structure in writing and speaking; Using internal capitalization and punctuation of secondary quotations in writing; Using manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing); and Refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking. 		
Assessment Objective	CAS Alignment Code	CAS Expectation Text	Comment
a. Edit for conventional grammar.	RWC10-GR.9-S.3-GLE.3-EO.a (i-iv)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) <ul style="list-style-type: none"> i. Identify comma splices and fused sentences in writing and revise to eliminate them ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) iv. Spell correctly. (CCSS: L.9-10.2c) 	
	RWC10-GR.9-S.3-GLE.3-EO.c	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. (CCSS: W.9-10.5)	
b. Use standard English in writing including pronoun/antecedent agreement, subject/verb agreement, regular/irregular verbs, and modifiers.	RWC10-GR.7-S.3-GLE.3-EO.e.iv	Use pronoun-antecedent agreement including indefinite pronouns.	
	RWC10-GR.8-S.3-GLE.3-EO.a.vii	Use subject-verb agreement with intervening phrases and clauses.	



Standard 3	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
Benchmarks	<ul style="list-style-type: none"> Using pronoun reference correctly in writing and speaking; Using phrases and clauses for purposes of modification and parallel structure in writing and speaking; Using internal capitalization and punctuation of secondary quotations in writing; Using manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing); and Refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking. 		
c. Write in complete sentences	RWC10-GR.9-S.3-GLE.3-EO.a (i-iv)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS: L.9-10.2) <ol style="list-style-type: none"> Identify comma splices and fused sentences in writing and revise to eliminate them Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) Spell correctly. (CCSS: L.9-10.2c) 	
d. Use conventions correctly (for example, commas, quotation marks, apostrophes, underlining/italics, capitalization).	RWC10-GR.9-S.3-GLE.3-EO.a (i-iv)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS: L.9-10.2) <ol style="list-style-type: none"> Identify comma splices and fused sentences in writing and revise to eliminate them Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) Spell correctly. (CCSS: L.9-10.2c) 	



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Benchmarks	<ul style="list-style-type: none"> • Using pronoun reference correctly in writing and speaking; • Using phrases and clauses for purposes of modification and parallel structure in writing and speaking; • Using internal capitalization and punctuation of secondary quotations in writing; • Using manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing); and • Refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking. 		
e. Use conventional spelling.	RWC10-GR.9-S.3-GLE.3-EO.a (i-iv)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS: L.9-10.2) <ol style="list-style-type: none"> i. Identify comma splices and fused sentences in writing and revise to eliminate them ii. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences iii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b) iv. Spell correctly. (CCSS: L.9-10.2c) 	
f. Use paragraphing correctly, so that each paragraph is differentiated by indenting or blocking and includes one major, 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	
	RWC10-GR.9-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)	
	RWC10-GR.9-S.3-GLE.3-EO.b	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.9-10.4)	