

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><b>W1</b></p> <p>Write <u>arguments to support claims with clear reasons and relevant evidence</u>.</p> <ol style="list-style-type: none"> <li>Introduce <u>claim(s)</u> and <u>organize the reasons and evidence clearly</u>.</li> <li><u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text</u>.</li> <li><u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons</u>.</li> <li><u>Establish and maintain a formal style</u>.</li> <li>Provide a concluding statement or section <u>that follows from the argument presented</u>.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements<sup>1</sup> by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates purposeful coherence, clarity, and cohesion<sup>2</sup> 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.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>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 tone<sup>3</sup>, and/or domain-specific vocabulary.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>The student response demonstrates command of the conventions of standard English consistent with</li> </ul>
<p><b>W2</b></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"> <li>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>.</li> <li>Develop the topic with <u>relevant</u> facts, definitions, concrete details, quotations, or other information and examples.</li> <li><u>Use appropriate transitions to clarify the relationships among ideas and concepts</u>.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li><u>Establish and maintain a formal style</u>.</li> <li>Provide a concluding statement or section <u>that follows from the information or explanation presented</u>.</li> </ol>	
<p>Write narratives to develop real or imagined experiences or</p>	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> Tone is not assessed in grade 6.

<p><b>W3</b></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"> <li><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>.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, <u>and/or characters</u>.</li> <li>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>.</li> <li>Use <u>precise</u> words and phrases, <u>relevant descriptive details</u>, and <u>sensory language</u> to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p>effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</p>
<p><b>W4</b></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><b>W5</b></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><b>W6</b></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><b>W7</b></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><b>W8</b></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><b>W9</b></p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>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>”).</li> <li>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></li> </ol>	

	<u>that are supported by reasons and evidence from claims that are not”</u> .	
<b>W10</b>	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.	