

Grade: 7	
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>W1</p> <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), <u>acknowledge alternate or opposing claims</u>, and organize the reasons and evidence <u>logically</u>. Support claim(s) with <u>logical reasoning</u> and relevant evidence, using <u>accurate</u>, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to <u>create cohesion and</u> clarify the relationships among claim(s), reasons, <u>and evidence</u>. Establish and maintain a formal style. Provide a concluding statement or section that follows from <u>and supports</u> the argument presented. 	<p>Written Expression:</p> <p>Development of Ideas</p> <ul style="list-style-type: none"> The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements⁴ by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. <p>Organization</p> <ul style="list-style-type: none"> The student response demonstrates purposeful coherence, clarity, and cohesion⁵ 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. <p>Clarity of Language</p> <ul style="list-style-type: none"> 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 tone⁶, and/or domain-specific vocabulary. <p>Knowledge of Language and Conventions</p> <ul style="list-style-type: none"> The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in
<p>W2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> Introduce a topic <u>clearly, previewing what is to follow</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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to <u>create cohesion and</u> clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style. Provide a concluding statement or section that follows from <u>and supports</u> the information or explanation presented. 	
<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	

⁴ 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.

² 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.

³ Tone is not assessed in grade 6.

<p>W3</p>	<p>details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context <u>and point of view</u> and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language <u>to capture the action and</u> convey experiences and events. Provide a conclusion that follows from <u>and reflects on</u> the narrated experiences or events. 	<p>grammar and usage, meaning is clear throughout the response.</p>
<p>W4</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p>W5</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, <u>focusing on how well purpose and audience have been addressed</u>. (Editing for conventions should demonstrate command of Language standards 1–3 <u>up to and including grade 7</u> on page 52.)</p>	
<p>W6</p>	<p>Use technology, including the Internet, to produce and publish writing <u>and link to and cite sources as well as</u> to interact and collaborate with others, <u>including linking to and citing sources</u>.</p>	
<p>W7</p>	<p>Conduct short research projects to answer a question, drawing on several sources and <u>generating additional related, focused questions for further research and investigation</u>.</p>	
<p>W8</p>	<p>Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; assess the credibility <u>and accuracy</u> of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism <u>and following a standard format for citation</u>.</p>	
<p>W9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <u>grade 7 Reading standards</u> to literature (e.g., “Compare and contrast <u>a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</u>”). Apply <u>grade 7 Reading standards</u> to literary nonfiction (e.g. “Trace and evaluate the argument 	

	and specific claims in a text, <u>assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</u> ”).	
W10	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.	