



# Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 10 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:

<b>Standard</b>	Indicates the broad knowledge skills that all students should be acquiring in Colorado schools at Grade level. Each standard is assessed every year.		
<b>Benchmark</b>	Tactical descriptions of the knowledge and skills students should acquire by each Grade level assessed by the TCAP.		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
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](http://www.cde.state.co.us/cdeassess/UAS/AdoptedAcademicStandards/CAS_Reference_system.pdf)



<b>Standard 2</b>	Students write and speak for a variety of purposes and audiences.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Using fictional, dramatic, and poetic techniques in writing;</li> <li>• Conveying technical information in a written form appropriate to the audience;</li> <li>• Supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing;</li> <li>• Incorporating material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking;</li> <li>• Selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy;</li> <li>• Writing in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications); and</li> <li>• Experimenting with stylistic elements such as voice, tone, and style.</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Write in a variety of genre including expository, technical, persuasive, narrative, and descriptive for specific purposes (for example, to synthesize, analyze, evaluate, explain, persuade, inform, and entertain).	RWC10-GR.10-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.10-S.3-GLE.2-EO.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)	
b. Plan, draft, revise, and edit for a final copy.	RWC10-GR.10-S.3-GLE.1-EO.d	Revise texts using feedback to enhance the effect on the reader and clarify the presentation of implicit or explicit theme	Planning, drafting and revising are considered an integral part of the writing process and are embedded throughout multiple grade level expectations.
	RWC10-GR.10-S.3-GLE.2-EO.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)	
	RWC10-GR.10-S.3-GLE.3-EO.e	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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c. Use the format, voice, and style appropriate for audience and purpose.	RWC10-GR.10-S.3-GLE.1-EO.c	Use a variety of strategies to evaluate whether the writing is presented in a creative and reflective manner (e.g., reading the draft aloud, seeking feedback from a reviewer, scoring guides)	
	RWC10-GR.10-S.3-GLE.2-EO.a.xi	Present writing to an authentic audience and gauge effect on audience for intended purpose	
	RWC10-GR.10-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. (Grade-specific expectations for writing types are defined in expectations 1–2 above.) (CCSS:W.9-10.4)	
d. Develop main ideas and content fully focused on a prompt with relevant, thorough, and effective support.	RWC10-GR.10-S.3-GLE.1-EO.b	Write literary and narrative texts using a range of stylistic devices (poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit theme	
	RWC10-GR.10-S.3-GLE.2-EO.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)	
	RWC10-GR.10-S.3-GLE.2-EO.a.iv	Collect, organize, and evaluate materials to support ideas	



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e. Organize writing using text structures (for example, cause and effect relationships, compare/contrast, and 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)	
	RWC10-GR.10-S.3-GLE.2-EO.a	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.9-10.2)	
	RWC10-GR.10-S.3-GLE.3-EO.a.i	Use parallel structure (CCSS: L.9-10.1a)	
f. Organize writing so that it has an engaging introduction, logical and effective development of ideas, and a satisfying conclusion.	RWC10-GR.10-S.3-GLE.1-EO.a.iii	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. (CCSS: W.9-10.2e)	
	RWC10-GR.10-S.3-GLE.2-EO.a.i	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension (CCSS: W.9-10.2a)	
g. Incorporates material from a variety of appropriate sources when needed.	RWC10-GR.10-S.3-GLE.2-EO.a.ii	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. (CCSS: W.9-10.2b)	
h. Vary sentence structures and lengths to enhance flow, rhythm, meaning, and clarity.	RWC10-GR.10-S.3-GLE.3-EO.e	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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<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>• Using fictional, dramatic, and poetic techniques in writing;</li> <li>• Conveying technical information in a written form appropriate to the audience;</li> <li>• Supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing;</li> <li>• Incorporating material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking;</li> <li>• Selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy;</li> <li>• Writing in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications); and</li> <li>• Experimenting with stylistic elements such as voice, tone, and style.</li> </ul>		
i. Use vivid and precise words (for example, active verbs and concrete nouns), imagery, and figurative language as appropriate to audience and purpose.	RWC10-GR.10-S.3-GLE.3-EO.a.iii	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)	
	RWC10-GR.10-S.3-GLE.3-EO.c	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCSS: L.9-10.3)	



<b>Standard 3</b>	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Using pronoun reference correctly in writing and speaking;</li> <li>Using phrases and clauses for purposes of modification and parallel structure in writing and speaking;</li> <li>Using internal capitalization and punctuation of secondary quotations in writing;</li> <li>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</li> <li>Refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking.</li> </ul>		
<b>Assessment Objective</b>	<b>CAS Alignment Code</b>	<b>CAS Expectation Text</b>	<b>Comment</b>
a. Edit for correct grammatical conventions.	RWC10-GR.10-S.3-GLE.3-EO.a (i-iii)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) <ul style="list-style-type: none"> <li>Use parallel structure. (CCSS: L.9-10.1a)</li> <li>Distinguish between the active and passive voice, and write in the active voice</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)</li> </ul>	
b. Use standard English usage in writing, including subject/verb agreement, agreement of pronoun and its antecedent, parallel structure, and correct modifiers.	RWC10-GR.10-S.3-GLE.3-EO.a (i-iii)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.9-10.1) <ul style="list-style-type: none"> <li>Use parallel structure. (CCSS: L.9-10.1a)</li> <li>Distinguish between the active and passive voice, and write in the active voice</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (CCSS: L.9-10.1b)</li> </ul>	



<b>Standard 3</b>	Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.		
<b>Benchmarks</b>	<ul style="list-style-type: none"> <li>Using pronoun reference correctly in writing and speaking;</li> <li>Using phrases and clauses for purposes of modification and parallel structure in writing and speaking;</li> <li>Using internal capitalization and punctuation of secondary quotations in writing;</li> <li>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</li> <li>Refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking.</li> </ul>		
c. Write in complete sentences	RWC10-GR.10-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.9-10.1)	
	RWC10-GR.10-S.3-GLE.3-EO.b (i-ii)	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"> <li>i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (CCSS: L.9-10.2a)</li> <li>ii. Use a colon to introduce a list or quotation. (CCSS: L.9-10.2b)</li> </ul>	
d. Punctuate correctly, including apostrophes, commas, semi-colons, colons, and dashes.	RWC10-GR.10-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.9-10.1)	
	RWC10-GR.10-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS: L.9-10.2)	
	RWC10-GR.10-S.3-GLE.3-EO.b.i	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS: L.9-10.2a)	
	RWC10-GR.10-S.3-GLE.3-EO.b.ii	Use a colon to introduce a list or quotation (CCSS: L.9-10.2b)	





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e. Capitalize, paragraph, and spell correctly	RWC10-GR.10-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.9-10.1)	
	RWC10-GR.10-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2)	
	RWC10-GR.10-S.3-GLE.3-EO.f	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (CCSS: W.9-10.6)	