



Transitional Colorado Assessment Program (TCAP) Assessment Framework Grade 6 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 modes such as narrative, expository, descriptive, or persuasive for various audiences and purposes (for example: to entertain, to inform, or to persuade).	RWC10-GR.6-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.6.3)	
	RWC10-GR.6-S.3-GLE.1-EO.c	Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts	
	RWC10-GR.6-S.3-GLE.2-EO.a	Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.6.1)	
	RWC10-GR.6-S.3-GLE.2-EO.a.iv	Establish and maintain a formal style (CCSS: W.6.1d)	
	RWC10-GR.6-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.6.2)	
	RWC10-GR.6-S.3-GLE.3-EO.c.ii	Maintain consistency in style and tone.	
b. Organize writing using a logical arrangement of ideas.	RWC10-GR.6-S.3-GLE.1-EO.a.i	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically (CCSS: W.6.3a)	
	RWC10-GR.6-S.3-GLE.1-EO.d	Organize literary and narrative texts using conventional organizational patterns of the chosen genre	
	RWC10-GR.6-S.3-GLE.2-EO.a.v; RWC10-GR.6-S.3-GLE.2-EO.b.vi	Provide a concluding statement or section that follows from the argument presented. (CCSS: W.6.1e); (CCSS: W.6.2f)	



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Continued... b. Organize writing using a logical arrangement of ideas.	RWC10-GR.6-S.3-GLE.2-EO.b.i	Introduce a topic; 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. (CCSS: W.6.2a)	
	RWC10-GR.6-S.3-GLE.2-EO.b.ii	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.6.2b)	
	RWC10-GR.6-S.3-GLE.2-EO.c	Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure	
	RWC10-GR.6-S.3-GLE.2-EO.d	Organize information into a coherent essay or report with a thesis statement in the introduction and transition sentences to link paragraphs	
c. Use language which supports and enriches the idea.	RWC10-GR.6-S.3-GLE.1-EO.a.iv	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (CCSS: W.6.3d)	
	RWC10-GR.6-S.3-GLE.1-EO.f	Use word choice, sentence structure, and sentence length to create voice and tone in writing	
	RWC10-GR.6-S.3-GLE.2-EO.b.iv	Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.6.2d)	
	RWC10-GR.6-S.3-GLE.2-EO.h	Select vocabulary and information to enhance the central idea	



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d. Plan, draft, revise, and edit for a final copy.	RWC10-GR.6-S.3-GLE.1-EO.b	Employ a range of planning strategies to generate descriptive and sensory details (webbing, free writing, graphic organizers)	Planning, drafting and revising are considered an integral part of the writing process and are embedded throughout multiple grade level expectations.
	RWC10-GR.6-S.3-GLE.3-EO.a.v	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language (CCSS: L.6.1e)	
	RWC10-GR.6-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. (CCSS: W.6.5)	
e. Use transitions to link ideas.	RWC10-GR.6-S.3-GLE.1-EO.a.iii	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another (CCSS: W.6.3c)	
	RWC10-GR.6-S.3-GLE.2-EO.b.iii	Use appropriate transitions to clarify the relationships among ideas and concepts (CCSS: W.6.2c)	
	RWC10-GR.6-S.3-GLE.2-EO.g	Analyze and improve clarity of paragraphs and transitions	
f. Use a variety of sentence structures.	RWC10-GR.6-S.3-GLE.3-EO.a.vi	Identify fragments and run-ons and revise sentences to eliminate them	
	RWC10-GR.6-S.3-GLE.3-EO.a.vii	Use coordinating conjunctions in compound sentences	
	RWC10-GR.6-S.3-GLE.3-EO.c.i	Vary sentence patterns for meaning, reader/listener interest, and style (CCSS: L.6.3a)	



Standard 2	Students write and speak for a variety of purposes and audiences.		
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g. Develop ideas and content with relevant details, supporting examples and/or reasons.	RWC10-GR.6-S.3-GLE.1-EO.a.ii	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.6.3b)	
	RWC10-GR.6-S.3-GLE.1-EO.e	Use literary elements of a text (well-developed characters, setting, dialogue, conflict) to present ideas in a text	
	RWC10-GR.6-S.3-GLE.2-EO.a	Write arguments to support claims with clear reasons and relevant evidence. (CCSS:W.6.1)	
	RWC10-GR.6-S.3-GLE.2-EO.a.i	Introduce claim(s) and organize the reasons and evidence clearly. (CCSS: W.6.1a)	
	RWC10-GR.6-S.3-GLE.2-EO.a.ii	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text (CCSS: W.6.1b)	
	RWC10-GR.6-S.3-GLE.2-EO.a.iii	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (CCSS:W.6.1c)	



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 subject, verb, pronouns and adjectives.	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)	
	RWC10-GR.6-S.3-GLE.3-EO.a.iii	Recognize and correct inappropriate shifts in pronoun number and person. (CCSS: L.6.1c)	
	RWC10-GR.6-S.3-GLE.3-EO.a.viii	Maintain consistent verb tense within paragraph.	
	RWC10-GR.6-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.6.4)	
b. Use subject/verb agreement, nouns, verbs, pronouns, adjectives, adverbs, homonyms, and homophones.	RWC10-GR.6-S.3-GLE.3-EO.a.i	Ensure that pronouns are in the proper case (subjective, objective, possessive). (CCSS:L.6.1a)	
	RWC10-GR.6-S.3-GLE.3-EO.a.ii	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>). (CCSS: L.6.1b)	
	RWC10-GR.6-S.3-GLE.3-EO.a.iii	Recognize and correct inappropriate shifts in pronoun number and person. (CCSS:L.6.1c)	
	RWC10-GR.6-S.3-GLE.3-EO.a.iv	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (CCSS: L.6.1d)	
	RWC10-GR.6-S.3-GLE.3-EO.a.viii	Maintain consistent verb tense within paragraph	
	RWC10-GR.6-S.3-GLE.3-EO.a.ix	Choose adverbs to describe verbs, adjectives, and other adverbs	



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. 		
c. Write in complete sentences	RWC10-GR.6-S.3-GLE.3-EO.a.vi; RWC10-GR.6-S.3-GLE.3-EO.b	Identify fragments and run-ons and revise sentences to eliminate them	
	RWC10-GR.6-S.3-GLE.3-EO.a.vii	Use coordinating conjunctions in compound sentences	
	RWC10-GR.6-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.6.4)	
d. Use conventions correctly (for example, apostrophes in contractions and singular possessives; quotations marks; end-marks; abbreviations; and commas used with conjunctions, in a series, and introductory phrases).	RWC10-GR.6-S.3-GLE.3-EO.a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS: L.6.1)	
	RWC10-GR.6-S.3-GLE.3-EO.b.i	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	
	RWC10-GR.6-S.3-GLE.3-EO.c	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.6.3)	
e. Identify and use conventional spelling.	RWC10-GR.6-S.3-GLE.3-EO.b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.6.2)	
	RWC10-GR.6-S.3-GLE.3-EO.b.ii	Spell correctly (CCSS: L.6.2b)	