



# 11<sup>th</sup> – 12<sup>th</sup> Grade Writing Pathways to Proficiency (ELA) Standards and Achievement Level Descriptors (ALD)

This document aligns the Oregon English Language Arts (ELA) learning targets with corresponding Oregon Writing ELA Standards. The document serves as a guide in understanding the different levels of proficiency as aligned to these learning targets. Educators can use this document as a tool in making connections between the ELA Writing Standards and the different resources available: Evidence Statements, Achievement Level Descriptors and Progressions, and Statewide Interim Assessment Resources to support instruction.

**STANDARDS:** Although the Writing Standards are divided into multiple writing purposes the processes of communication are closely connected to other standard categories, as reflected throughout this document.

<p><b>Opinion/Argumentative:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>Informational/Expository:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>Narrative:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
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- While the Standards delineate specific expectations in writing, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task in combination of other ELA category standards and other content areas.
- Additionally, this document includes the writing process connections in **research/inquiry** to investigate topics, and to analyze, integrate, and present information.

**LEARNING TARGETS:** Targets describe a granular level of the expectations of knowledge, skills, and/or abilities. A target can be aligned to one or more standards. In fact, some are aligned to part of a standard.

**EVIDENCE STATEMENTS:** Evidence refers to statements within the content specifications about what the student should be able to do for a given content area.

**ACHIEVEMENT LEVEL DESCRIPTORS AND PROGRESSIONS:** Grade and content-specific explanations of the knowledge, skills, and processes that students should be able to display across levels of achievement.

**INTERIM ASSESSMENT RESOURCES:** A description of the statewide interim assessment resources connected to the identified learning target.

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### COMPOSE FULL TEXTS – ARGUMENTATIVE

LEARNING TARGET	STANDARDS
<p>Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p><b>11-12.W.1</b> - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>11-12.W.1a</b> - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>11-12.W.1b</b> - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>11-12.W.1c</b> - Use words, phrases, and clauses as well as varied syntax 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.</p> <p><b>11-12.W.1d</b> - Establish a style and tone relevant to the discipline in which they are writing.</p> <p><b>11-12.W.1e</b> - Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>11-12.W.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.W.5</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience.</p> <p><b>11-12.W.8</b> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>11-12.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

#### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS ARGUMENTATIVE**

***The student will write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.***

***(Organization)*** The student will **revise** arguments by **identifying** improved organizational elements such as:

1. *providing an opening that establishes a precise claim and context for argument*
2. *organizing reasons and evidence to support claim, building a logical argument\**
3. *providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence*
4. *providing a conclusion that is appropriate to purpose and audience and follows from the argument(s)*

**(Elaboration)** The student will revise arguments by identifying the best use of elaboration techniques such as:

1. referencing and/or integrating relevant and credible evidence to support claims/counterclaims
2. acknowledging/addressing alternate or opposing claims
3. establishing and maintaining a formal style (including appropriate sentence variety) for audience/purpose
4. deleting details that do not support the claim

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS ARGUMENTATIVE**

- Students should be able to provide adequate evidence that they can write fully developed argumentative texts to support a claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/tone.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write argumentative texts, in which there may be weak coherence, organization, attention to audience, and/or evidence to support a claim.	Students should be able to provide <b>partial evidence</b> that they can write argumentative texts that support claims with evidence or acknowledge counterclaims that show a partial understanding of organization, audience, and purpose.	Students should be able to provide <b>adequate evidence</b> that they can write fully developed argumentative texts to support a claim by gathering, assessing, and integrating relevant supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using appropriate language to maintain a suitable focus/tone.	Students should be able to provide <b>thorough evidence</b> that they can write effectively developed argumentative texts to support a precise, compelling claim by strategically gathering, assessing, and synthesizing relevant and persuasive supporting evidence from both print and digital sources to develop claims and counterclaims that are appropriate for audience and purpose; providing a concluding statement that follows from and supports the argument presented; and using precise and vivid language to maintain a suitable focus/tone.

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes;</li> <li>• FIAB: Write and Revise Argumentative Text;</li> <li>• FIAB: Editing</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Write and Revise Argumentative Brief Writes Sample Items</a></li> <li>• <a href="#">Compose Argumentative Full Texts Sample Items</a></li> </ul>	<p>Interim Connections Playlist</p> <ul style="list-style-type: none"> <li>• <a href="#">Brief Writes</a>; <a href="#">Write and Revise Arguments</a>; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a>; <a href="#">Compose Full Argumentative (PT)</a></li> </ul>

## WRITING - Students can produce effective writing for a range of purposes and audiences.

### COMPOSE FULL TEXTS – EXPLANATORY

LEARNING TARGET	STANDARDS
<p>Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).</p>	<p><b>11-12.W.2</b> - 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.</p> <p><b>11-12.W.2a</b> - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.</p> <p><b>11-12.W.2b</b> - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>11-12.W.2c</b> - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>11-12.W.2d</b> - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>11-12.W.2e</b> - Establish a style and tone relevant to the discipline in which they are writing.</p> <p><b>11-12.W.2f</b> - Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>11-12.W.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.W.5</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience.</p> <p><b>11-12.W.8</b> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>11-12.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

#### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS INFORMATIONAL**

*The student will write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).*

**(Organization)** *The student will revise explanatory text by identifying improved organizational elements such as*

1. *introducing complex topics and subtopics*
2. *organizing complex ideas, concepts, and information so that each element builds on that which precedes it to create a unified whole\**
3. *providing appropriate and varied transitions and syntax to create cohesion, and clarify the relationships among complex ideas and concepts*
4. *providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic)*

**(Elaboration)** *The student will revise explanatory text by identifying the best use of elaboration techniques such as*

1. *developing the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience’s knowledge of the topic*
2. *using precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic*
3. *establishing and maintaining appropriate formal style and objective tone (including appropriate sentence variety and complexity) for audience/purpose*
4. *deleting details that do not support the thesis/controlling idea*

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS INFORMATIONAL**

Students should be able to provide adequate evidence that they can write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write informational/explanatory texts, in which there may be weak coherence, organization, attention to purpose and audience, and/or supporting evidence.	Students should be able to provide <b>partial evidence</b> that they can write informational/explanatory texts in which there may be limited use of transitional strategies for coherence, gaps in organization and focus, limited supporting evidence and elaboration, and/or a brief conclusion.	Students should be able to provide <b>adequate evidence</b> that they can write well-developed informational/explanatory texts, attending to purpose and audience by clearly and coherently organizing complex ideas, using appropriate language to maintain a focus/tone, and integrating relevant supporting evidence from sources, as appropriate.	Students should be able to provide <b>thorough evidence</b> that they can write strategically developed informational/ explanatory texts appropriate for purpose and audience by clearly and coherently organizing complex ideas, using precise and vivid language to consistently maintain a suitable focus/tone, and critically assessing and synthesizing supporting evidence from sources, as appropriate.

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> <li>• IAB: Brief Writes</li> <li>• IAB Revision</li> <li>• IAB Performance Task</li> <li>• FIAB: Write and Revise Explanatory Texts</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Write and Revise Explanatory Brief Writes Sample Items</a></li> <li>• <a href="#">Compose Explanatory Full Texts Sample Items</a></li> </ul>	Interim Connections Playlist <ul style="list-style-type: none"> <li>• <a href="#">Brief Writes</a>; <a href="#">Write and Revise Explanatory</a> ; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a></li> </ul>

**WRITING - Students can produce effective writing for a range of purposes and audiences.**

## COMPOSE FULL TEXTS – NARRATIVE

LEARNING TARGET	STANDARDS
<p>Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).</p>	<p><b>11-12.W.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>11-12.W.3a</b> - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>11-12.W.3b</b> - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>11-12.W.3c</b> - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p> <p><b>11-12.W.3d</b> - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>11-12.W.3e</b> - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>11-12.W.4</b> - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>11-12.W.5</b> - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience.</p> <p><b>11-12.W.8</b> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>11-12.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

### **EVIDENCE STATEMENTS: COMPOSE FULL TEXTS NARRATIVE**

*The student will write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story).*

**(Organization)** *The student will write or revise organized narratives that engage and orient the reader by*

1. *providing an opening that sets out a problem, situation, or observation and its significance*
2. *establishing one or multiple point(s) of view*
3. *introducing a narrator and character(s)*
4. *using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome*
5. *providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative*

**(Elaboration)** *The student will use information provided in a stimulus to write and revise narratives that apply narrative techniques such as*

1. *including dialogue, pacing, and reflection to convey events, experiences, or characters*
2. *including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters*

3. *identifying details that should be deleted because they are inconsistent with the rest of a narrative*

**ACHIEVEMENT LEVEL DESCRIPTOR: COMPOSE FULL TEXTS NARRATIVE**

- **Students should be able to provide adequate evidence that they can write multi-paragraph narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide <b>minimal evidence</b> that they can write narrative text demonstrating use of narrative strategies, structures, and occasional transitional strategies for coherence; and use minimal descriptive details and minimal sensory language to convey experiences or authors' craft appropriate to purpose, including a minimal conclusion.	Students should be able to provide <b>partial evidence</b> that they can write narrative text demonstrating use of specific narrative strategies, structures, and transitional strategies for coherence; and occasionally use precise words and phrases, descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion.	Students should be able to provide <b>adequate evidence</b> that they can write multi-paragraph narrative texts demonstrating use of specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language, to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.	Students should be able to provide <b>thorough evidence</b> that they can write well-developed narrative texts demonstrating use of multiple, specific narrative strategies, structures, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.

**INTERIM ASSESSMENT RESOURCES:**

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• IAB: Brief Writes</li> <li>• IAB: Revision</li> <li>• FIAB: Write and Revise Narrative Texts</li> </ul>	<p><b>Sample Items:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Write and Revise Narrative Brief Writes Sample Items</a></li> </ul>	<p><b>Tools for Teachers:</b></p> <p>Interim Connections Playlist</p> <ul style="list-style-type: none"> <li>• <a href="#">Brief Writes</a>; <a href="#">Write and Revise Narratives</a>; <a href="#">Revisions</a>; <a href="#">Language and Vocabulary Use</a>; <a href="#">Editing</a></li> </ul>
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**WRITING - Students can produce effective writing for a range of purposes and audiences.**

**WRITING (All Purpose Types): LANGUAGE AND VOCABULARY USE**

LEARNING TARGET	STANDARDS
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Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	<p><b>11-12.W.2d</b> - Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>11-12.W.3d</b> - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>11-12.L.6</b> - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
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**EVIDENCE STATEMENTS:**

1. The student will identify and use a better word or words to make vague language in text more precise.
2. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to convey the precise or intended meaning of a text, especially with informational/ explanatory writing.
3. The student will identify and use precise words or phrases (including figurative/sensory language and telling details) to convey a vivid picture of setting, character, events, experiences or ideas in a text in narrative writing.
4. The student will identify and use the best general academic or domain-specific word or words to use in a text to convey precisely actions, emotions, or states of being that are basic to a particular topic and specific to a writing task.

**ACHIEVEMENT LEVEL DESCRIPTORS:**

- Students should be able to provide adequate evidence that they can use precise and varied syntax, vocabulary (including academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to <b>provide minimal evidence</b> that they can use precise language, vocabulary, and style, using simplistic and limited syntax and vocabulary with minimal consideration of purpose and audience when revising or composing texts.	Students should be able to <b>provide partial evidence</b> that they can use precise language, vocabulary and style, using some varied syntax, vocabulary, and style when revising and composing texts that may show limited attention to audience and purpose.	Students should be able to <b>provide adequate evidence</b> that they can use precise and varied syntax, vocabulary (including academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.	Students should be able to <b>provide thorough evidence</b> that they can strategically use vivid, precise, and varied syntax, vocabulary (including extensive use of academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts.

**INTERIM ASSESSMENT RESOURCES:**

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• FIAB: Language and Vocabulary Use</li> </ul>	<p><b>Sample Items:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Language and Vocabulary Use Sample Items</a></li> </ul>	<p><b>Tools for Teachers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Language and Vocabulary Use</a></li> </ul>
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**WRITING - Students can produce effective writing for a range of purposes and audiences.**

**WRITING (All Purpose Types): EDIT**

LEARNING TARGET	STANDARDS
Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	<p><b>11-12.L.1 (including 11-12.L1a – 11-12.L1b)</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>11-12.L.2 (including 11-12.L2a – 11-12.L2b)</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

**EVIDENCE STATEMENTS:**

1. *The student will identify, edit to correct, and/or edit for correct use of grammar usage, spelling, capitalization, and punctuation.*

**ACHIEVEMENT LEVEL DESCRIPTORS:**

- Students should be able to provide adequate evidence that they can apply or edit a piece of writing, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to <b>provide minimal evidence</b> that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Students should be able to <b>provide partial evidence</b> that they can apply or edit the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Students should be able to <b>provide adequate evidence</b> that they can apply and edit with consistent understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.	Students should be able to <b>provide thorough evidence</b> that they can apply and edit with advanced understanding the conventions of grade-appropriate, Standard English grammar usage and mechanics to clarify a message and edit narrative, informational, and persuasive/argument texts.

**INTERIM ASSESSMENT RESOURCES:**

Interim Assessment Block:	Sample Items:	Tools for Teachers:
• FIAB: Editing	• <a href="#">Edit Sample Items</a>	Interim Connections Playlist • <a href="#">Editing</a>

**WRITING/RESEARCH - Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

**WRITING/RESEARCH: Interpret & Integrate Information; Analyze Information/Sources; Research / Inquiry**

LEARNING TARGET	STANDARDS
Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<p><b>11-12.W.7</b> - Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>11-12.W.8</b> - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>11-12.W.9</b> - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

**EVIDENCE STATEMENTS: WRITING/RESEARCH**

**(Analyze / Integrate Information):** Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.

1. The student will analyze multiple sources of information/evidence to support a presentation on a topic.
2. The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

**(Evaluate Information / Sources):** Distinguish relevant/irrelevant information.

1. The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.
2. The student will use reasoning, evaluation, and evidence to assess the accuracy of each source in order to select relevant information to support research.

**(Use Evidence):** Cite evidence to support opinions and ideas.

1. The student will cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.

**ACHIEVEMENT LEVEL DESCRIPTORS:**

- Students should be able to provide adequate evidence that they can gather and analyze diverse authoritative sources, determining how best to integrate the information/evidence to support a presentation on the topic, search for relevant, authoritative information and adequately evaluate the uses and limitations of source material and its influence on the authority of their own writing, and provide adequate evidence that they can generate a specific, debatable claim or main idea and cite relevant evidence to support arguments or conjectures.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to <b>provide minimal evidence</b> that they can gather sources and examine their appropriateness for supporting a presentation on a topic, <b>use a</b>	Students should be able to <b>provide partial evidence</b> that they can gather sources to use to support a presentation on a topic and examine the sources to determine how the	Students should be able to <b>provide adequate evidence</b> that they can gather and analyze diverse authoritative sources, determining how best to integrate the	Students should be able to <b>provide thorough evidence</b> that they can synthesize multiple sources and formats of relevant, authoritative information and discriminate among

<p><b>minimal number of sources</b> that are easily available and evaluate them superficially when conducting research, <b>and provide minimal evidence</b> that they can generate and support factual or opinion-based statements, claims, or ideas.</p>	<p>information may be integrated, <b>locate some relevant sources of information and partially evaluate them</b> for relevancy, accuracy, and completeness, and <b>provide partial evidence</b> that they can generate a claim and then support it with adequate evidence.</p>	<p>information/evidence to support a presentation on the topic, <b>search for relevant, authoritative information and adequately evaluate</b> the uses and limitations of source material and its influence on the authority of their own writing, and <b>provide adequate evidence</b> that they can generate a specific, debatable claim or main idea and cite relevant evidence to support arguments or conjectures.</p>	<p>them to support an illuminating presentation, including an ability to make effective use of ambiguous or inconclusive details, <b>conduct a thorough and purposeful search for relevant information from diverse, authoritative sources, systematically evaluate their uses and limitations;</b> and demonstrate awareness of the ways that uses of evidence enhance or undermine the authority of their own writing, and <b>provide thorough evidence</b> that they can generate an authoritative and insightful claim and cite substantial, compelling, and relevant supporting evidence to support arguments or conjectures.</p>
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**INTERIM ASSESSMENT RESOURCES:**

<p><b>Interim Assessment Block:</b></p> <ul style="list-style-type: none"> <li>• IAB: Research</li> <li>• FIAB: Research: Analyze Information</li> <li>• FIAB: Research: Interpret and Integrate</li> <li>• FIAB: Research: Use Evidence</li> </ul>	<p><b>Sample Items:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Research Inquiry Sample Items</a></li> </ul>	<p><b>Tools for Teachers:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Research</a></li> <li>• <a href="#">Research: Analyze Information</a></li> <li>• <a href="#">Research: Interpret and Integrate</a></li> <li>• <a href="#">Research: Use Evidence</a></li> </ul>
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