



6th 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>Opinion/Argumentative: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Informational/Expository: 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>Narrative: 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
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>6.W.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>6.W.1a - Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., headings), and multimedia when useful to aiding comprehension.</p> <p>6.W.1b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>6.W.1c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>6.W.1d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.1e - Establish and maintain a formal style for content, purpose, and audience.</p> <p>6.W.1f - Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 - 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.</p> <p>6.W.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>6.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS ARGUMENTATIVE

The student will write and revise full argument pieces 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 write and revise arguments by identifying improved organizational elements such as:

- 1. providing an opening that establishes a clear claim and context for the 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, 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. including relevant reasons to support claim
2. including relevant and credible evidence to support reasons
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 plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can plan, write, revise, and edit simple argument texts, demonstrating minimal ability to state a claim about a topic or source; minimally attend to purpose, audience, and organization; create few structures and transitional strategies for coherence or identifying evidence/reasons; and include a minimal conclusion.	Students should be able to provide partial evidence that they can plan, write, revise, and edit argument texts, demonstrating ability to state claims about topics or sources; partially attend to purpose, audience, and organization; include some structures and transitional strategies for coherence; develop evidence/reasons and elaboration; and develop a conclusion.	Students should be able to provide adequate evidence that they can plan, write, revise, and edit full argument texts, demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; and develop an appropriate conclusion.	Students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex argument texts, clearly demonstrating ability to state claims about topics or sources; effectively attend to purpose and audience; strategically organize ideas by stating a context and focus; include more complex structures and appropriate transitional strategies for coherence; develop strong supporting evidence/reasons and elaboration from credible sources; and develop an appropriate, well-developed conclusion.

INTERIM ASSESSMENT RESOURCES:

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

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/controlling idea and maintaining a focus/tone; develop a topic 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.</p>	<p>6.W.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>6.W.2a - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in comprehension.</p> <p>6.W.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>6.W.2c - Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>6.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.2e - Establish and maintain an appropriate style for content, purpose, and audience.</p> <p>6.W.2f - Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 - With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.W.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>6.W.9 - Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</p>

EVIDENCE STATEMENTS: COMPOSE FULL TEXTS INFORMATIONAL

The student will write and revise full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic 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.

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

1. *introducing and clearly stating a focus (thesis)*
2. *maintaining a clear focus*
3. *organizing ideas/concepts strategically (e.g., using definition, classification, comparison/contrast, cause/effect)*
4. *providing appropriate transitional strategies for coherence*
5. *providing a conclusion that follows from the information or explanation presented*

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

1. *including relevant supporting evidence (e.g., facts, definitions, concrete details, quotations, examples)*
2. *using precise language and domain-specific vocabulary to inform or explain*

3. *establishing and maintain a formal style (including appropriate sentence variety and complexity) for audience/purpose*
4. *deleting the 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 plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to provide minimal evidence that they can plan, write, revise, and edit full yet simple informational/explanatory text on a topic, minimally attending to purpose and audience; minimally organize ideas with underdeveloped focus, structures and transitional strategies for coherence; include some evidence and elaboration; and provide a minimal conclusion.	Students should be able to provide partial evidence that they can plan, write, revise, and edit informational/explanatory text on a topic, occasionally attending to purpose and audience; organize ideas by stating a focus; and include structures and transitional strategies for coherence, citing evidence and elaboration, and a conclusion.	Students should be able to provide adequate evidence that they can plan, write, revise, and edit full informational/explanatory text on a topic, attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing supporting evidence and elaboration, and an appropriate conclusion.	Students should be able to provide thorough evidence that they can plan, write, revise, and edit full, complex informational/explanatory text on a topic, clearly attending to purpose and audience; organize ideas by stating and maintaining a focus; and include structures and appropriate transitional strategies for coherence, citing strong supporting evidence and elaboration, and a well-developed, appropriate conclusion.

INTERIM ASSESSMENT RESOURCES:

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

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 techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author’s craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p>	<p>6.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>6.W.3a - 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.</p> <p>6.W.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6.W.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.W.3d - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.W.3e - Provide a conclusion that follows from the narrated experiences or events.</p> <p>6.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6.W.5 - With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.W.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>6.W.9 - Draw and cite 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 establishes a context and/or setting*
2. *providing an opening that introduces a narrator and character(s)*
3. *organizing narrative with a logical sequence of events/experiences*
4. *using transition strategies to convey sequence, establish pacing, signal time or setting shifts*
5. *providing closure that follows logically from the narrative*

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

1. *including dialogue to convey events/experiences*
2. *including descriptive details and sensory language to convey events/experiences*
3. *using precise language to narrate events*
4. *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 techniques, chronology, and appropriate transitional strategies for coherence; and use precise words and phrases, relevant descriptive details, and sensory language to convey experiences or author’s craft appropriate to purpose, including a conclusion that reflects on the narrated experience.

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

INTERIM ASSESSMENT RESOURCES:

Interim Assessment Block:	Sample Items:	Tools for Teachers:
<ul style="list-style-type: none"> • IAB: Brief Writes • IAB: Revision • FIAB: Write and Revise Narrative Texts 	<p>Write and Revise Narrative Brief Writes Sample Items; Compose Narrative Full Texts Sample Items</p>	<p>Brief Writes; Write and Revise Narratives; Revisions; Language and Vocabulary Use; Editing</p>

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 words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts.	<p>6.W.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.W.3d - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.L.3b - Maintain consistency in style and tone.</p> <p>6.L.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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 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.*
2. *The student will identify and use the best concrete or sensory word(s)/phrase to convey experiences or events in narrative writing.*
3. *The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.*
4. *The student will identify and use the best general academic or domain-specific word(s)/phrase 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 purpose.*

ACHIEVEMENT LEVEL DESCRIPTORS:

- **Students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.**

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
Students should be able to use, with significant support (e.g., with suggestions for use of resources) , basic language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and an emerging style appropriate to the purpose and audience when revising or composing text.	Students should be able to use, with minimal support (e.g., with resources) , some precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and develop style appropriate to the purpose and audience when revising or composing text.	Students should be able to adequately use a broad range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.	Students should be able to thoroughly use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and effective style appropriate to the purpose and audience when revising or composing text.

INTERIM ASSESSMENT RESOURCES:

<p>Interim Assessment Block:</p> <ul style="list-style-type: none"> • FIAB: Language and Vocabulary Use 	<p>Sample Items:</p> <p>Language and Vocabulary Use Sample Items</p>	<p>Tools for Teachers:</p> <p>Language and Vocabulary Use</p>
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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
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Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.	<p>6.L.1 (including 6.L1a – 6.L1e) – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>6.L.2 (including 6.L2a – 6.L2b) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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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 provide minimal evidence that they can apply or edit a piece of writing, demonstrating a limited understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	Students should be able to provide partial evidence that they can apply or edit a piece of writing, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.	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.	Students should be able to provide thorough 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.

INTERIM ASSESSMENT RESOURCES:

<p>Interim Assessment Block:</p> <ul style="list-style-type: none"> • FIAB: Editing 	<p>Sample Items:</p> <p>Edit Sample Items</p>	<p>Tools for Teachers:</p> <p>Editing</p>
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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
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Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<p>6.W.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources, and refocusing the inquiry when appropriate</p> <p>6.W.8 - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p>6.W.9 - Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>6.W.10 - 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 discipline-specific tasks, purposes, and audiences.</p>
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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 information within and among sources of information.
2. The student will analyze information within and among 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 each source 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.
3. The student will evaluate the relevance of information from multiple sources to support research.

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

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

ACHIEVEMENT LEVEL DESCRIPTORS:

- Students should be able to provide adequate evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources, provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources, and provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.

Not Yet Meeting	Nearly Meeting	Meeting	Exceeding
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<p>Students should be able to provide minimal evidence that they can compare and contrast one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources, provide minimal evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources, and provide minimal evidence that they can generate a claim/main idea and cite some evidence to support analyses, arguments, or critiques.</p>	<p>Students should be able to provide partial evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources, provide partial evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources, and provide partial evidence that they can generate a claim/main idea and cite evidence to support analyses, arguments, or critiques.</p>	<p>Students should be able to provide adequate evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources, provide adequate evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources, and provide adequate evidence that they can generate a claim/main idea and cite adequate evidence to support analyses, arguments, or critiques.</p>	<p>Students should be able to provide thorough evidence that they can analyze, including compare and contrast, one author's presentation of events with that of another, and cite textual evidence to support analysis of an idea within and among a variety of informational sources, provide thorough evidence that they can gather relevant information from multiple sources to assess the credibility of each source; and quote/paraphrase the information avoiding plagiarism and providing basic bibliographic information for sources, and provide thorough evidence that they generate a claim/main idea and cite critical evidence to support analyses, arguments, or critiques.</p>
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INTERIM ASSESSMENT RESOURCES:

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