

Writing

AZ.ELA.8.W.1

Content Standard	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)	
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.	
Task Demand		Common Item Formats
<p style="text-align: center;">Directions Templates</p> <p>Write an argumentative essay about Use information from the passages in your essay. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • read the passages; • plan your response; • write your response; and • revise and edit your response. <p>Be sure to</p> <ul style="list-style-type: none"> • include a claim; • address counterclaims; • use evidence from multiple sources; and • avoid overly relying on one source. <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>		<ul style="list-style-type: none"> • Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes arguments to support claims with reasons and evidence:</p> <ol style="list-style-type: none"> a. introduces claim(s), states opposing claims, and organizes reasons and evidence. b. supports claims with extratextual evidence, demonstrating a basic understanding of the topic or text. c. uses transition words to link claim(s), counterclaims, reasons, and evidence. d. attempts to establish a formal style. e. provides a concluding statement or section. 	<p>Writes arguments to support claims with reasons and relevant evidence:</p> <ol style="list-style-type: none"> a. introduces claim(s), states alternate or opposing claims, and organizes the reasons and evidence logically. b. supports claims with reasoning and evidence, using sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. establishes a formal style. e. provides a concluding statement or section that supports the argument presented.
Proficient	Highly Proficient
<p>Writes arguments to support claims with clear reasons and relevant evidence:</p> <ol style="list-style-type: none"> a. introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. establishes and maintains a formal style. e. provides a concluding statement or section that follows from and supports the argument presented. 	<p>Writes arguments to support claims with clear reasons and analysis of relevant evidence:</p> <ol style="list-style-type: none"> a. introduces claims; acknowledges and distinguishes the claims from alternate or opposing claims, evaluating their validity; and organizes the reasons and evidence logically. b. supports claims with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrating a deep understanding of the topic or text. c. uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. establishes and maintains a formal style and objective tone that enhances the argument. e. provides a compelling concluding statement or section that follows from and supports the argument presented.

Performance Level Descriptors

Minimally Proficient	Partially Proficient
<p>Writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <ol style="list-style-type: none"> a. introduces a topic; attempts an organization of ideas, concepts, and information. b. summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to create cohesion. d. uses topic-appropriate language and vocabulary to inform. e. attempts a formal style. f. provides a concluding statement or section. 	<p>Writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content:</p> <ol style="list-style-type: none"> a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic. e. establishes a formal style. f. provides a concluding statement or section that follows from the information or explanation presented.
Proficient	Highly Proficient
<p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ol style="list-style-type: none"> a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables), when useful to aid comprehension. b. develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes and maintains a formal style. f. provides a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information with a strongly-developed focus through the selection, organization, and analysis of highly relevant content:</p> <ol style="list-style-type: none"> a. introduces a complex topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to enhance comprehension. b. develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts. d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which he or she is writing. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.