

**CORRELATION OF OREGON
STATE PERFORMANCE STANDARDS FOR WRITING AND
WRITTEN COMMUNICATION FOR SERGEANTS: A SELF-PACED TEXT**

The Oregon Certificate of Initial Mastery (CIM), which is usually presented at high-school graduation, indicates that a student has mastered key academic knowledge and skills in mathematics; mathematical problem solving; science; reading/literature; and writing. To meet the writing standard for the CIM, students must meet state performance standards in their classroom writing and on the state writing test. The state writing test consists of an on-demand writing task.

To achieve the state performance standards, students must achieve a composite score of at least 40 out of 60 points on the statewide writing assessment, as well as on three classroom writing samples. For this reason, students and teachers are encouraged to become very familiar with the scoring guides for assessing writing samples by using several strategies. *Written Communication for Sergeants* supports two of these strategies. Specifically, the text presents a series of “mini-lessons on common problem areas” and allows “students to track their own scores and track progress over time.”^[1]

The scoring guides for writing evaluate seven areas of a student’s writing proficiency: ideas and content; organization; voice; word choice; sentence fluency; conventions; and citing sources. *Written Communication for Sergeants* has a direct correlation to both sentence fluency and conventions^[2]:

Skill Assessed	Reference in <i>Written Communication for Sergeants</i>
Control over simple sentence structures	Units 2, 3, and 6
Sentence structure that enhances meaning	Units 2, 3, and 6
Variation in sentence structure	Units 2, 3, and 6
Clear word order	Unit 6
Correct punctuation	Unit 8
Correct capitalization	Unit 9
Correct grammar and usage	Units 1, 4, 5, and 7

^[1] Source: <http://www.ode.state.or.us/teachlearn/testing/scoring/guides>, September 7, 2005

^[2] Ideas and content; organization; voice; and word choice are covered in the follow-on text, *How to Write Clear Paragraphs: A Self-Paced Text*.

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