EVIDENCE STATEMENTS FOR THE GRADES 3-8 AND 10 MCAP ELA/L ASSESSMENTS:

- provide explanations of the specific standards that are addressed by each claim, and

- detail the evidence that may be used to assess each of these claims.

These documents are separated according to whether they correspond to reading or writing standards and are organized around the following four claims:

Reading Literature:
Students read and demonstrate comprehension of grade-level complex literary texts.

Reading Informational Text:
Students read and demonstrate comprehension of grade-level complex informational texts.

Vocabulary Interpretation and Use:
Students use context to determine the meaning of words and phrases.

Writing:
Students write effectively when using and/or analyzing sources.

GRADE 6 EVIDENCE STATEMENTS

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary texts.

Items designed to measure this claim may address the standards and evidence listed below:

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RL 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
RL 2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	• Provides a statement of theme or central idea of the text. • Provides a description of how the theme or central idea is conveyed through particular details. • Provides a summary of the text distinct from personal opinions or judgments.
RL 3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	• Provides a description of how a particular story's or drama's plot unfolds in a series of episodes towards a resolution. • Provides a description of how the characters respond or change as the plot moves toward a resolution.
RL 5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	• Provides an analysis of how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. • Provides an analysis of how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, setting, or plot.
RL 6: Explain how an author develops the point of view of the narrator or speaker in a text.	• Provides an explanation of how an author develops the point of view of the narrator or speaker in a text.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RL 7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	• Provides a comparison and contrast of the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what is "seen" and "heard" when reading the text to what is perceived when listening or watching.
RL 9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	• Provides a comparison and contrast of texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Claim: Reading Informational Text: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidence listed below:

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RI 1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RST 1:** Cite specific textual evidence to support analysis of science and technical texts. **RH 1:** Cite specific textual evidence to support analysis of primary and secondary sources.	• For RI 1: Provides textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. • For RST 1 and RH 1: Provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.
RI 2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **RST 2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **RH 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior	• For RI 2: Provides a statement of the central idea(s) of a text. • For RI 2: Provides a statement of how the central idea is conveyed through particular details. • For RI 2: Provides an accurate summary of the text distinct from personal opinions or judgments. • For RST 2: Determines the central ideas and conclusions of a text. • For RH 2: Determines the central ideas of a primary or secondary source.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RI 3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **RST 3:** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. **RH 3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	• For RI 3: Analyzes in detail how a key individual, event, or idea is introduced, illustrated, and/or elaborated in a text (e.g., through examples or anecdotes). • For RST 3: Demonstrates the ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. • For RH 3: Provides an identification of key steps in a text's description of a process related to history/social studies.
RI 5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **RST 5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. **RH 5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).	• For RI 5: Provides an analysis of how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. • For RI 5: Provides an analysis of how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas. • For RST 5: Provides an analysis of the structure an author uses to organize a text, including how major sections contribute to the whole and to an understanding of the topic. • For RH 5: Provides a description of how a text presents information (e.g., sequentially, comparatively, causally).

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RI 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **RST 6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. **RH 6:** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	• For RI 6: Provides a statement of an author's point of view in a text. • For RI 6: Provides a statement of an author's purpose in a text. • For RI 6: Provides an explanation of how the author's point of view or purpose is conveyed in the text. • For RST 6: Provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. • For RH 6: Identifies aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RI 7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **RST 7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). **RH 7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	• For RI 7: Demonstrates a coherent understanding of a topic or issue that integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words. • For RST 7: Provides an integration of quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). • For RH 7: Provides an integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RI 8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **RST 8:** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **RH 8:** Distinguish among fact, opinion, and reasoned judgment in a text.	• For RI 8: Provides a tracing of the argument and/or specific claims in a text. • For RI 8: Provides an evaluation of the argument and/or specific claims in a text. • For RI 8: Provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported. • For RST 8: Provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. • For RH 8: Provides distinctions made among fact, opinion, and/or reasoned judgment in a text.
RI 9: Compare and contrast one author's presentation of events with that of another (e.g. a memoir written by and a biography on the same person). **RST 9:** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. **RH 9:** Analyze the relationship between a primary and secondary source on the same topic.	• For RI 9: Provides a comparison and contrast of one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). • For RST 9: Provides a comparison and contrast of the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic. • For RH 9: Provides an analysis of the relationship between a primary and secondary source.

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidence listed below:

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific words choice on meaning and/or tone.
RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **RST 4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. **RH 4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). • For RST 4: Demonstrates the ability to determine the symbols and key terms that are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	• Demonstrates the ability to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Demonstrates the ability to use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	• Demonstrates the ability to interpret figures of speech in context. • Demonstrates the ability to determine the relationship between particular words. • Demonstrates the ability to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. • Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions).

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
L 6: Acquire and use accurately grade appropriate general academic, and domain-specific words and phrases; gather vocabulary knowledge when considering a word of phrase important to comprehension or expression.	• Provides a statement demonstrating accurate meaning of and use of grade appropriate general academic and domain-specific words and phrases.

Claim: Writing: Students write effectively when using and/or analyzing sources.

Items designed to measure this claim may address the standards and evidence listed below:

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
W 1: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**Written Expression:** The response • Demonstrates full and complete understanding of ideas in the text by providing an accurate analysis supported with effective and convincing textual evidence. • States and supports claim(s) in an effective analysis of texts using effective reasoning and relevant evidence. • Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas. **Knowledge of Language and Conventions:** The response demonstrates command of the conventions of standard English at the appropriate level of complexity. A variety of sentences are formed and controlled. Errors in grammar and mechanics do not impede understanding.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
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. a. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**Written Expression:** The response • Demonstrates a full and complete understanding of ideas in the text by providing an accurate analysis supported with effective and convincing textual evidence. • Examines a topic and conveys ideas and information accurately and clearly. • Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas. **Knowledge of Language and Conventions:** The response demonstrates command of the conventions of standard English at the appropriate level of complexity. A variety of sentences are formed and controlled. Errors in grammar and mechanics do not impede understanding.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
W 3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and well-structured event sequences. a. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**Written Expression:** The response • Develops experiences or events using effective techniques, well-chosen details, and well-structured event sequences. • Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Is effectively developed with narrative techniques and creates an effective progression of experiences or events. • Includes a well-developed thematic or topical link to the sources which enhances the narrative. • Uses precise words, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **Knowledge of Language and Conventions:** The response demonstrates command of the conventions of standard English at the appropriate level of complexity. A variety of sentences are formed and controlled. Errors in grammar and mechanics do not impede understanding.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
W 4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
W 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	
W 6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
W 7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
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.	
W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms of genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approach to similar themes and topics."). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
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 tasks, purposes, and audiences.	