Grade 8 ELA Evidence Statements

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 8 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 the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides textual evidence that most strongly supports 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 analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	• Provides a statement of theme or central idea of the text. • Provides an analysis of the development of the theme or central idea over the course of the text. • Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. • Provides an objective summary of the text.
RL 3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	• Provides an analysis of how particular lines of dialogue or incidents in a story or drama propel the action. • Provides an analysis of how particular lines of dialogue or incidents in a story or drama provoke a decision. • Provides an analysis of how particular lines of dialogue or incidents in a story or drama reveal aspects of a character.
RL 5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	• Provides a comparison and contrast of the structure of two or more texts. • Provides an analysis of how the differing structure of each text contributes to its meaning and style.

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
RL 6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	• Provides an analysis of how one of more differences in the point of view of the characters and the audience and/or reader (e.g., through the use of dramatic irony) create such effects as suspense or humor.
RL 7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	• Provides an analysis of the extent to which a filmed production of a story or drama stays faithful to or departs from the text or script, including an evaluation of the choices made by the director or actors.
RL 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	• Provides an analysis of how a modern work of fiction draws on theme, patterns of events, and/or character types, including describing how the material is rendered new.

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 the textual evidence that most strongly supports an 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 that most strongly supports 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 analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **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 knowledge or opinions.	• For RI 2: Provides a statement of a central idea of a text. • For RI 2: Provides an analysis of the development of a central idea over the course of the text, including its relationship to supporting ideas. • For RI 2: Provides an objective summary of the text. • 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 how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **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: Provides an analysis of how a text makes connections among and distinctions between individuals (e.g., through comparisons, analogies, or categories). • For RI 3: Provides an analysis of how a text makes connections among and distinctions between ideas (e.g., through comparisons, analogies, or categories). • For RI 3: Provides an analysis of how a text makes connections among and distinctions between events (e.g., through comparisons, analogies, or categories). • 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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **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 the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. • 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 analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **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 analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints. • 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: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **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: Provides an evaluation of the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. • For RI 7: Provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of speech affects the impact of the 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: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **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 delineation of the argument and specific claims in a text. • For RI 8: Provides an assessment of whether the reasoning of the argument is sound. • For RI 8: Provides an evaluation of whether the evidence is relevant and sufficient to support the claims. • 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: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. **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 an analysis of a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. • 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 specific word choices on meaning and tone, including analogies or allusions to other texts.	• 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 word choice on meaning and/or tone, including analogies or allusions to other texts.
RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **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) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including analogies or allusions to other texts. • 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 8 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., precede, recede, secede). 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., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	• 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., synonym/antonym, analogy) to better understand each of the words. • Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions).
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 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), 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.	**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. • Alternate or opposing claims are clearly acknowledged and soundly addressed. **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 clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and 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 of section that follows from and supports 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 and conveys complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • 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 technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and 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 some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	
W 6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
W 7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	
W 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

Standards	Evidence to be measured on the MCAP ELA/L Summative Assessment The student's response:
W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on theme, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new."). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").	
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.	