



Evidence Statements for the **Grade 3-8, 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 text
- **Reading Informational Text:** Students read and demonstrate comprehension of grade-level complex informational texts
- **Reading Foundational Skills:** Students demonstrate working knowledge of phonics and word recognition
- **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

## Evidence Statements

### Grade: 5

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

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

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<b>RL 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to quote or reference from a text when explaining what <b>the text says explicitly</b> and/or when explaining <b>inferences drawn from the text</b>.</li> </ul>
<b>RL 2:</b> Determine a theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> <li>• Provide a statement of a theme of a text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic</li> <li>• Provide a summary of the text.</li> </ul>
<b>RL 3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> <li>• Provide a comparison and contrast of two or more <b>characters</b> in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> <li>• Provide a comparison and contrast of two or more <b>settings</b> in a story or drama, drawing on specific details in the text.</li> <li>• Provide a comparison and contrast of two or more <b>events</b> in a story or drama, drawing on specific details in the text.</li> </ul>
<b>RL 5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> <li>• Provide an explanation of how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> </ul>
<b>RL6:</b> Describe how a narrator's or speaker's point of view influences how events are described.	<ul style="list-style-type: none"> <li>• Provide a description of how a narrator's or speaker's point of view influences how events are described.</li> </ul>
<b>RL 7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none"> <li>• Provide an analysis of how <b>visual elements</b> contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>• Provide an analysis of how a <b>multimedia presentation</b> contributes to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> </ul>
<b>RL 9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<p>Provide a comparison and contrast of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>

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

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<b>RI 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to quote from a text when explaining what <b>the text says explicitly</b> and/or when explaining <b>inferences drawn from the text</b>.</li> </ul>
<b>RI 2:</b> Determine two or more main ideas of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>• Provide a statement of two or more main ideas of a text.</li> <li>• Provide an explanation of how two or more main ideas are supported by key details.</li> <li>• Provide a summary of the text.</li> </ul>
<b>RI 3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"> <li>• Provide an explanation of the relationship or interactions between two or more <b>individuals</b> in a historic, scientific, or technical text.</li> <li>• Provide an explanation of the relationships or interactions between two or more <b>events</b> in a historical, scientific, or technical text.</li> <li>• Provide an explanation of the relationships or interactions between two or more <b>ideas or concepts</b> in a historical, scientific, or technical text.</li> </ul>
<b>RI 5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a two or more texts.	<ul style="list-style-type: none"> <li>• Provide a comparison and contrast of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</li> </ul>
<b>RI 6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> <li>• Provide an analysis of multiple accounts of the same <b>event</b>, noting important similarities and/or differences in the point of view they represent.</li> <li>• Provide an analysis of multiple accounts of the same <b>topic</b>, noting important similarities and/or differences in the point of view they represent.</li> </ul>
<b>RI 7:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<ul style="list-style-type: none"> <li>• Provide an answer to a question or solution to a problem that draws on information from multiple print or digital sources</li> </ul>
<b>RI 8:</b> Explain how an author uses reasons and evidence to support particular points in a text identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> <li>• Provide an explanation of how an author uses <b>reasons</b> to support particular points in a text.</li> <li>• Provide an explanation of how an author uses <b>evidence</b> to support particular points in a text.</li> <li>• Identify which reasons and /or evidence support which points.</li> </ul>
<b>RI 9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>• Provide a statement that integrates information from several texts on the same topic.</li> </ul>

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 evidences listed below:

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> </ul>
<p><b>RI 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of <b>general academic words or phrases</b> in a text relevant to grade 5 topics or subject area.</li> <li>• Demonstrate the ability to determine the meaning of <b>domain specific words or phrases</b> in a text relevant to grade 5 topics or subject area.</li> </ul>
<p><b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine the meaning of words and phrases, using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>• Demonstrate the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> </ul>
<p><b>L 5:</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to determine meaning of simple similes and metaphors in context.</li> <li>• Demonstrate the ability to explain the meaning of common idioms, adages, and proverbs.</li> <li>• Demonstrate the ability to use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>L 6:</b> Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships. (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none"> <li>• Provide a statement demonstrating the accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships. (e.g., however, although, nevertheless, similarly, moreover, in addition).</li> </ul>

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

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>W1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the author's purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Written Expression:</b> The response demonstrates understanding of ideas in the text by providing an analysis supported by textual evidence.</p> <ol style="list-style-type: none"> <li>Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.</li> <li>States opinions on topics or texts, and effectively supports a point of view with reasons and information.</li> <li>Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas.</li> </ol> <p><b>Knowledge of Language and Conventions</b> 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.</p>

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

Items designed to measure this claim may address the standards and evidences listed below.

<b>Standards:</b>	<b>Evidences to be measured on the MCAP ELA/L Summative Assessment</b> <b>The student's response:</b>
<p><b>W2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"><li>a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li><li>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li><li>c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li><li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>e) Provide a concluding statement or section related to the information or explanation presented.</li></ul>	<p><b>Written Expression:</b> The response demonstrates understanding of ideas in the text by providing an analysis supported by textual evidence.</p> <ul style="list-style-type: none"><li>a) Demonstrates a full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence.</li><li>b) Examines a topic and conveys ideas and information accurately and clearly.</li><li>c) Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>d) Ideas are presented clearly and logically from beginning to end; there are strong connections between and among ideas.</li></ul> <p><b>Knowledge of Language and Conventions</b> 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.</p>

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

Items designed to measure this claim may address the standards and evidences listed below.

<b>Standards:</b>	<b>Evidences to be measured on the MCAP ELA/L Summative Assessment</b> <b>The student's response:</b>
<p><b>W3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"><li>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li><li>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li><li>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li><li>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</li><li>e) Provide a conclusion that follows from the narrated experiences or events.</li></ul>	<p><b>Written Expression:</b> The response demonstrates understanding of ideas in the text by providing an analysis supported by textual evidence.</p> <ul style="list-style-type: none"><li>a) Develops experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</li><li>b) Develops clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li><li>c) Uses narrative techniques to effectively develop an event sequence.</li><li>d) Includes an effective thematic or topical link to the sources which enhances the narrative.</li><li>e) Uses words and phrases and sensory details to convey experiences and events precisely.</li></ul> <p><b>Knowledge of Language and Conventions</b> 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.</p>

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

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<b>W4:</b> 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.)	
<b>W5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3.)	
<b>W6:</b> With guidance and support from adults, 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 two pages in a single setting.	
<b>W7:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
<b>W8:</b> Recall 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.	

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

Items designed to measure this claim may address the standards and evidences listed below.

Standards:	Evidences to be measured on the MCAP ELA/L Summative Assessment The student's response:
<p><b>W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b) Apply grade 5 Reading standards to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	
<p><b>W10:</b> 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>	