Grade 3 Evidence Statements

Evidence statements for the Grade 3 MCAP ELA/L assessment:

- 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 five 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.

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.

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.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for answers.
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. • Provides a statement of the central message, lesson, or moral in a text. • Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text.
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings). • Provides an explanation of how characters' actions contribute to the sequence of events.
RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza. • Provides a description of how each successive part builds on earlier sections.
RL 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by words in a story (e.g., create mood, emphasize aspects of a character or setting).	• Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series). • Provides a comparison and contrast of the setting of the setting of stories written by the same author about the same or similar characters (e.g., in books from a series). • Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

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.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for answers.
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. • Provides a recounting of key details in a text. • Provides an explanation of how key details in a text support the main idea.
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between a series of historical events in a text, using language that pertains to time, sequence, and/or cause/effect. • Provides a description of the relationship between scientific ideas or concepts in a text, using language that pertains to time, sequence, and/or cause/effect. • Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence, and/or cause/effect.
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). • Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars).
RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	• Demonstrates use of information gained from illustrations (e.g., maps, photographs) and the words in a text to show understanding of the text (e.g., where, when, why, and how key events occur).

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	• Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.

READING FOUNDATIONAL SKILLS: STUDENTS DEMONSTRATE WORKING KNOWLEDGE OF PHONICS AND WORD RECOGNITION.

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

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RF 3: Know and apply grade-level phonics and word analysis skills in decoding words.	• Demonstrates decoding and analyzing words with common Latin suffixes. • Demonstrates decoding multisyllable words.

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.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text.
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrates the ability to determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area. • Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/ uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. • Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word. • Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	• Provides distinctions between the literal and nonliteral meanings of words and phrases. • Demonstrates the ability to identify real-life connections between words and their use. • Provides distinctions(s) between shades of meaning among related words that describe states of mind or degrees of certainty.
L 6: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	• Provides a statement demonstrating the accurate meaning and use of grade appropriate conversational words and phrases, including those that signal spatial and temporal relationships. • Provides a statement demonstrating the accurate meaning and use of grade appropriate general academic words and phrases, including those that signal spatial and temporal relationships. • Provides a statement demonstrating the accurate meaning and use of grade appropriate domain-specific words and phrases, including those that signal spatial and temporal relationships.

WRITING: STUDENTS WRITE EFFECTIVELY WHEN USING AND/OR ANALYZING SOURCES.

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

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	**Written Expression:** The response • Demonstrates full and complete understanding of ideas in the texts by providing an accurate analysis supported with effective and convincing textual evidence. • States opinions on topics or texts, and effectively supports a point of view with reasons and information. • 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.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
W 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within the categories of information. d. Provide a concluding statement or section.	**Written Expression:** The response • Demonstrates full and complete understanding of ideas in the texts 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.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
W 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of the characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**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. • Uses narrative techniques to effectively develop an event sequence. • Includes an effective topical link to the sources which enhances the narrative. • Uses effective words and phrases to signal event order. **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.
W 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.)	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 3 MCAP.**
W 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 3 MCAP.**

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
W 6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 3 MCAP.**
W 7: Conduct short research projects that build knowledge about a topic.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 3 MCAP.**
W 8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 3 MCAP.**
W 9: (Begins in grade 4.)	
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.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 3 MCAP.**