Grade 7 Evidence Statements

Evidence statements for the Grade 7 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 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.

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: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides citation of several pieces of textual evidence to support analysis of what the text says explicitly as well as 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; 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 objective summary of the text.
RL 3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	• Provides an analysis of how particular elements of a story or drama interact.
RL 5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	• Provides an analysis of how a drama's or poem's form or structure contributes to meaning.
RL 6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	• Provides an analysis of how an author develops and contrasts the points of view of different characters or narrators in a text.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RL 7: Compare and contrast a written story, drama, or poem to its audio, filmed, stages, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	• Provides a comparison and contrast of a written story, drama, or poem to its audio, filmed, staged, or multimedia version, including an analysis of the techniques unique to each medium.
RL 9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	• Provides a comparison and contrast of a fictional portrayal of a time and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • Provides a comparison and contrast of a fictional portrayal of a place and a historical account of the same period as a means of understanding how authors of fiction use or alter history. • Provides a comparison and contrast of a fictional portrayal of a character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

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: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Provides several pieces of textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
RST 1: Cite specific textual evidence to support analysis of science and technical texts.	• Provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.
RH 1: Cite specific textual evidence to support analysis of primary and secondary sources.	• Provides textual evidence to support an analysis of science and/or technical texts or historical primary and/or secondary sources.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	• Provides a statement of the central idea(s) of a text. • Provides an analysis of the development of central idea(s) over the course of the text. • Provides 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.	• Determines the central ideas and/or conclusions of a text.
RH 2: Determine the central idea or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	• Determines the central ideas of a primary or secondary source.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	• Provides an analysis of the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
RST 3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	• Demonstrates the ability to follow 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).	• Provides an identification of key steps in a text's description of a process related to history/social studies.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	• Provides an analysis of the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. • Provides an analysis of how a particular sentence, paragraph, chapter, or section 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.	• 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.
RH 5: Describe how a text presents information (e.g., sequentially, comparatively, causally).	• Provides a description of how a text presents information (e.g., sequentially, comparatively, causally).

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	• Provides a statement of an author's point of view in a text. • Provides a statement of an author's purpose in a text. • Provides an analysis of how the author distinguishes his or her position from that of others.
RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	Provides an analysis of 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).	• 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).

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	• Provides a comparison and contrast of a text to an audio, video, or multimedia version of the text. • Provides an analysis of each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
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).	• 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).
RH 7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	• Provides an integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	• Demonstrates the ability to trace an argument and specific claims in a text. • Provides an evaluation of whether the reasoning is sound in an argument. • Provides a statement distinguishing which claims of a text are supported by reasons and evidence and which claims are not supported.
RST 8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	• Provides distinctions among facts, reasoned judgment based on research, and/or speculation in a text.
RH 8: Distinguish among fact, opinion, and reasoned judgment in a text.	• Provides distinctions made among fact, opinion, and/or reasoned judgment in a text.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	• Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence. • Provides an analysis of how two or more authors writing about the same topic shape their presentations of key information by advancing different interpretations of facts.
RST 9: Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic.	• 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.
RH 9: Analyze the relationship between a primary and secondary source on the same topic.	• Provides an analysis of the relationship between a primary and secondary source.

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, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or a section of a story or drama.	• 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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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, technical) and/or provides an analysis of the impact of a specific word choice on meaning and/or tone.
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.	• 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.
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, including vocabulary specific to domains related to history/social studies.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 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 and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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, paragraph, or text; 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 and Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Standard	Evidence to be measured on the MCAP ELA/L 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., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	• Demonstrates the ability to interpret figures of speech in context. • 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 or phrase important to comprehension or expression.	• Provides a statement demonstrating the accurate meaning and use of grade appropriate general academic and domain-specific words and phrases.

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 arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge 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 clarify the relationships among claim(s), reasons, and evidence. 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 texts 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.

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, 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, 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 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 or section that follows from and supports the information or explanation presented.	**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 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.

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, 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, 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 and reflects on the narrated experiences or events.	**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 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.
W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (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 7 MCAP.**

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
W 5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, 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 7.)	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 7 MCAP.**
W 6: Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 7 MCAP.**
W 7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 7 MCAP.**
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.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 7 MCAP.**

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history."). b. Apply grade 7 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 7 MCAP.**
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 7 MCAP.**