Grade 8 Evidence Statements

Evidence statements for the Grade 8 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 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

Standard	Evidence to be measured on the MCAP ELA/L 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 an author develops and contrasts the points of view of different characters or narrators in a text.
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.

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 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.
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 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.	• Provides a statement of a central idea of the text. • Provides an analysis of the development of a central idea over the course of the text, including its relationship to supporting ideas. • 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 how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	• Provides an analysis of how a text makes connections among and distinctions between individuals (e.g., through comparisons, analogies, or categories). • Provides an analysis of how a text makes connections among and distinctions between ideas (e.g., through comparisons, analogies, or categories). • Provides an analysis of how a text makes connections among and distinctions between 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.	• 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 in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	• 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.
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 acknowledges and responses to conflicting evidence or viewpoints.	• 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 acknowledges and responds to conflicting evidence and/or viewpoints.
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 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.
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: 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.	• Provides a delineation of the argument and specific claims in a text. • Provides an assessment of whether the reasoning of the argument is sound. • Provides an evaluation of whether the evidence is relevant and sufficient to support the claims.
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 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.	• 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. •
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 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 choices on meaning and/or tone, including analogies or allusions to other texts.

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 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 choices on meaning and/or 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.	• 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 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 and Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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., precede, recede, secede).

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., 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 use the relationship between particular words 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 and distinguish the claims 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), 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 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 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 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, 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 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 8 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 8.)	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 8 MCAP.**
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.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 8 MCAP.**
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.	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 8 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 8 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 8 reading standards to literature (e.g., "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."). 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.").	**Instructional standard only. This standard is not directly assessed on the ELA/L Grade 8 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 8 MCAP.**