

Grade 10 Evidence Statements

Evidence statements for the Grade 10 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:
<p>RL 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
<p>RL 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> Provides a statement of theme or central idea of the text. Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. Provides an objective summary of the text.
<p>RL 3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<ul style="list-style-type: none"> Provides an analysis of how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text. Provides an analysis of how complex characters (e.g., those with multiple or conflicting motivations) interact with other characters over the course of a text. Provides an analysis of how complex characters (e.g., those with multiple or conflicting motivations) advance the plot over the course of a text. Provides an analysis of how complex characters (e.g., those with multiple or conflicting motivations) develop the theme over the course of a text.
<p>RL 5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<ul style="list-style-type: none"> Provides an analysis of how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RL 6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<ul style="list-style-type: none"> Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States.
<p>RL 7: Analyze the representation of a subject of a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p>	<ul style="list-style-type: none"> Provides an analysis of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
<p>RL 9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the bible, or how a later author draws on a play by Shakespeare).</p>	<ul style="list-style-type: none"> Provides an analysis of how an author draws on or transforms source material in a specific work.

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:
<p>RI 1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.
<p>RST 1: Cite specific textual evidence to support analysis of science and technical texts, attending to precise details of explanations or descriptions.</p>	<ul style="list-style-type: none"> Provides specific textual evidence to support an analysis of science and/or technical texts, attending to the precise details of explanations or descriptions.
<p>RH 1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<ul style="list-style-type: none"> Provides textual evidence to support an analysis of primary and/or secondary sources, attending to such features as the date and origin of the information.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Provides a statement of a central idea of a text. • Provides an analysis of the development of a central idea over the course of the text, including how the central idea emerges and is shaped and refined by specific details. • Provides an objective summary of the text. * Applies to RI 2 and RST 2.
<p>RST 2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to trace the text's explanation or depiction of a complex process, phenomenon, or concept. • Provides an objective summary of the text. * Applies to RI 2 and RST 2.
<p>RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<ul style="list-style-type: none"> • Provides an accurate summary of how key events or ideas develop over the course of the text.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<ul style="list-style-type: none"> • Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the order in which points are made. • Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed. • Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them.
<p>RST 3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to precisely follow a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
<p>RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<ul style="list-style-type: none"> • Provides a detailed analysis of a series of events, including whether earlier events caused later ones or simply preceded them.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<ul style="list-style-type: none"> Provides a detailed analysis of how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<p>RST 5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction, force, energy).</p>	<ul style="list-style-type: none"> Provides an analysis of the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction, force, energy).
<p>RH 5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<ul style="list-style-type: none"> Provides an analysis of how a text uses structure to emphasize key points or advance an explanation or analysis.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<ul style="list-style-type: none"> • 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 uses rhetoric to advance his or her point of view or purpose.
<p>RST 6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<ul style="list-style-type: none"> • Provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
<p>RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<ul style="list-style-type: none"> • Provides a comparison of the points of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<ul style="list-style-type: none"> Provides an analysis of various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<p>RST 7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in equation) into words.</p>	<ul style="list-style-type: none"> Provides a translation of quantitative or technical information expressed in words into a visual form (e.g., a table or chart). Provides a translation of quantitative or technical information expressed visually (e.g., in a table or chart) or mathematically (e.g., in an equation) into words.
<p>RH 7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<ul style="list-style-type: none"> Provides an integration of quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<ul style="list-style-type: none"> • Provides a delineation of the argument and specific claims in a text. • Provides an assessment of whether the reasoning of the argument is valid. • Provides an assessment of whether the evidence is relevant and sufficient for supporting the claims.
<p>RST 8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p>	<ul style="list-style-type: none"> • Provides an assessment of the extent to which the reasoning and/or evidence in a text supports an author's claim or recommendation for solving a scientific or technical problem.
<p>RH 8: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<ul style="list-style-type: none"> • Provides an assessment of the extent to which the reasoning and/or evidence in a text support the author's claim.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<ul style="list-style-type: none"> Provides an analysis of seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
<p>RST 9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<ul style="list-style-type: none"> Provides a comparison and contrast of the information gained from a text with information from other sources, and nothing when the findings support or contradict previous explanations or accounts.
<p>RH 9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<ul style="list-style-type: none"> Provides a comparison and contrast of treatments of the same topic in several primary and secondary sources.

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:
<p>RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>RI 4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<p>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 9-10 texts and topics.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to 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 9-10 texts and topics.
<p>RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>L 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. 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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized 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.</p> <p>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).</p>	<ul style="list-style-type: none"> • 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 identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
<p>L 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to interpret figures of speech in context. • Demonstrates the ability to analyze nuances in the meaning of words with similar denotations.

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>L 6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> Provides a statement demonstrating the accurate meaning and 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:
<p>W 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Written Expression:</p> <p>The response</p> <ul style="list-style-type: none"> 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. <p>Knowledge of Language and Conventions:</p> <p>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>

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>W 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>Written Expression:</p> <p>The response</p> <ul style="list-style-type: none"> • Demonstrates full and complete understanding of ideas in the texts 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. <p>Knowledge of Language and Conventions:</p> <p>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>

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>W 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>Written Expression:</p> <p>The response</p> <ul style="list-style-type: none"> • 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 words, phrases, and sensory details to convey experiences and events precisely. <p>Knowledge of Language and Conventions:</p> <p>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>
<p>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.)</p>	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>W 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)</p>	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>
<p>W 6: Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>
<p>W 7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>
<p>W 8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>

Standard	Evidence to be measured on the MCAP ELA/L Assessment The student's response:
<p>W 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 9-10 reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare.>"). b. Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.>"). 	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>
<p>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.</p>	<p>Instructional standard only. This standard is not directly assessed on the ELA/L Grade 10 MCAP.</p>