Colorado will continue to use the Evidence Statements that were developed in collaboration with the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium. Evidence statements describe the knowledge and skills that an assessment item/task elicits from students.

READING

Grade: 8	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the CMAS 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.** (1)[1]
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 a theme or central idea of a text, based on textual evidence. (1) • Provides an analysis of the development of the theme or central idea over the course of the text. (2) • Provides an analysis of how the theme or central idea relates to the characters, setting, and/or plot. (3) • Provides an objective summary of a text. (4)
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.** (1) • Provides an analysis of how particular lines of dialogue or incidents in a story or drama **provoke a decision.** (2) • Provides an analysis of how particular lines of dialogue or incidents in a story or drama **reveal aspects of a character.** (3)
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. (1) • Provides an analysis of how the differing structure of each text contributes to its meaning and style. (2)
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 one or more differences in the points of view of the characters and the audience and/or reader (e.g. through the use of dramatic irony) create such effects as suspense or humor. (1)
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. (1)
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 themes, patterns of events, and/or character types, including describing how the material is rendered new. (1)

[1] This evidence combines grade 8 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 8
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.
Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the CMAS 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. **RST 1:** Cite specific textual evidence to support analysis of science and technical texts. **RH 1:** Cite specific textual evidence to support analysis of primary and secondary sources.	• For RI 1, provides textual evidence that most strongly supports analysis of what **the text says explicitly** and/or **inferences drawn from the text.** (1)[2] • For RST and RH, provides textual evidence to support an analysis of science and/or technical texts or to support analysis of primary and/or secondary sources. (3)
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. **RST 2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. **RH 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	• Provides a statement of a central idea of a text. (1) • Provides an analysis of the development of a central idea over the course of the text, including its relationship to supporting ideas. (2) • Provides an objective summary of a text. (3) • For RST 2, determines the central ideas or conclusions of a text. (4) • For RH 2, determines the central ideas or information of a primary or secondary source. (5)
RI 3: Analyze how a text makes connections among and distinctions between individuals, ideas, or 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. **RH 3**: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	• For RI 3, provides an analysis of how a text makes connections among and distinctions between **individuals** (e.g., through comparisons, analogies, or categories). (1) • For RI 3, provides an analysis of how a text makes connections among and distinctions between **ideas** (e.g., through comparisons, analogies, or categories). (2) • For RI 3, provides an analysis of how a text makes connections among and distinctions between **events** (e.g., through comparisons, analogies, or categories). (3) • For RST 3, demonstrates ability to follow a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (4) • For RH 3, provides an identification of key steps in a text's description of a process related to history/social studies. (5)
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. **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. **RH 5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).	• For RI 5, provides a detailed analysis of the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (1) • For RST 5, provides an analysis of 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. (2) • For RH 5, provides a description of how a text presents information (e.g., sequentially, comparatively, causally). (3)
RI 6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. **RST 6:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in 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).	• For RI 6, provides a statement of an **author's point of view** in a text. (1) • For RI 6, provides a statement of an **author's purpose** in a text. (2) • For RI 6, provides an analysis of how the author acknowledges and responds to conflicting evidence and/or viewpoints. (3) • For RST 6, provides an analysis of the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. (4) • For RH 6, provides an **identification** of aspects of a text that reveal an **author's point of view** (e.g. loaded language, inclusion or avoidance of particular facts). (5) • For RH 6, provides an **identification** of aspects of a text that reveal an **author's purpose** (e.g. loaded language, inclusion or avoidance of particular facts). (6)

RI 7: Evaluate 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). **RH 7**: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	• For RI 7, 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. (1) • For RST 7, provides an integration of **quantitative** 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). (2) • For RST 7, provides an integration of **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). (3) • For RH 7, provides integration of visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (4)
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. **RST 8**: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. **RH 8**: Distinguish among fact, opinion, and reasoned judgment in a text.	• For RI 8, provides a delineation of the argument and specific claims in a text. (1) • For RI 8, provides an assessment of whether the reasoning of the argument is sound. (2) • For RI 8, provides an evaluation of whether the evidence is relevant and sufficient to support the claims. (3) • For RI 8, demonstrates recognition of when irrelevant evidence is introduced. (4) • For RST 8, provides distinctions among facts, reasoned judgment based on research findings, and/or speculation in a text. (5) • For RH 8, provides distinctions made among fact, opinion, and/or reasoned judgment in a text. (6)
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. **RST 9**: Compare and contrast the information gained from experiments, simulations, video, 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.	• For RI 9, 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. (1) • For RST 9, provides a comparison and contrast of the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic. (2) • For RH 9, provides an analysis of the relationship between a primary and secondary source on the same topic. (3)

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2 This evidence combines grade 8 evidences RI1.1 and RI1.2 from Phases 1 and 2.

Grade: 8	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the CMAS 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 choice on meaning and/or tone, including analogies or allusions to other texts. (1)
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 specific word choices on meaning and tone, including analogies or allusions to other texts. **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. **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 **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 specific word choice on meaning and/or tone, including analogies or allusions to other texts. (1) • For RST 4, demonstrates the ability to determine the symbols, key terms, and **other domain-specific words and phrases** that are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*. (2) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to determine the meaning of vocabulary specific to domains related to history/social studies. (3) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to determine the meaning of domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
L 4: Determine or clarify the meaning of unknown and multiple-meaning words or 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 or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). 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. 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 or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (1) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (2)

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.	• Demonstrates the ability to determine the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (1) • Demonstrates the ability to interpret figures of speech (e.g., verbal irony, puns) in context. (2) • Demonstrates the ability to determine the relationship between particular words. (3)	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
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 accurate meaning and use of grade-appropriate general academic words and phrases. (1)	

Grade: 8	
Claim: Writing: Students write effectively when using and/or analyzing sources.	
Items designed to measure this claim may address the standards and evidences listed below and the writing standards for literacy in History/Social Studies, Science, and Technical Subjects 6–12	
Standards:	**Evidences:**

W1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) 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), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements[7] by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. **Organization** • The student response demonstrates purposeful coherence, clarity, and cohesion[8] and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas. **Clarity of Language** • The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone[9], and/or domain-specific vocabulary. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in
W2	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, well-chosen 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.	
W3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive	

[7] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade- level standards 3 for writing and elucidated in the scoring guide for each PCR.

[2] The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing and elucidated in the scoring guide for each PCR.

[3] Tone is not assessed in grade 6.

	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.	grammar and usage, meaning is clear throughout the response.
W4	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.)	
W5	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 on page 52.)	
W6	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.	
W7	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.	
W8	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.	

W9	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").	
W10	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 tasks, purposes, and audiences.	