

**CMAS Grade 4 English Language Arts and CSLA Evidence Statements**  
(Based on PARCC)

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**

<b>Grade: 4</b>	
<b>Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the CMAS Assessment.</b>
	<b>The student's response:</b>
<b>RL 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Provides references to details and/or examples in a text when explaining what <b>the text says explicitly</b> and/or when explaining <b>inferences drawn from the text.</b> (1)<sup>1</sup></li> </ul>
<b>RL 2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<ul style="list-style-type: none"> <li>Provides a statement of a theme of a text. (1)</li> <li>Provides a summary of the text. (2)</li> </ul>
<b>RL 3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<ul style="list-style-type: none"> <li>Provides an in-depth description of a <b>character</b> in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (1)</li> <li>Provides an in-depth description of a <b>setting</b> in a story or drama, drawing on specific details in the text. (2)</li> <li>Provides an in-depth description of an <b>event</b> in a story or drama, drawing on specific details in the text. (3)</li> </ul>
<b>RL 5:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<ul style="list-style-type: none"> <li>Provides an explanation of major differences between poems, drama, and prose with references to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing about a text. (1)</li> </ul>
<b>RL 6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (1)</li> </ul>
<b>RL 7:</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	<ul style="list-style-type: none"> <li>Provides a connection between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and/or directions in the text. (1)</li> </ul>
<b>RL 9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the treatment of similar <b>themes and/or topics</b> (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures. (1)</li> <li>Provides a comparison and contrast of the treatment of <b>similar patterns of events</b> (e.g., the quest) in stories, myths, and traditional literature from different cultures. (2)</li> </ul>

This evidence combines grade 4 evidences RL1.1 and RL1.2 from Phase 1 and 2.

<b>Grade: 4</b>	
<b>Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the CMAS Assessment.</b>
	<b>The student's response:</b>
<b>RI 1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing <b>inferences from the text</b> .	<ul style="list-style-type: none"> <li>Provides references to details and/or examples in a text when explaining what <b>the text says explicitly</b> and/or text when explaining <b>inferences drawn from the text</b>. (1)<sup>2</sup></li> </ul>
<b>RI 2:</b> Determine the main idea of a text and explain how it is supported by <b>key details; summarize the text</b> .	<ul style="list-style-type: none"> <li>Provides a statement of the main idea of a text. (1)</li> <li>Provides an explanation of how the main idea is supported by key details. (2)</li> </ul>
<b>RI 3:</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<ul style="list-style-type: none"> <li>Provides an explanation of <b>events</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (1)</li> <li>Provides an explanation of <b>procedures</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (2)</li> <li>Provides an explanation of <b>ideas or concepts</b> in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (3)</li> </ul>
<b>RI 5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<ul style="list-style-type: none"> <li>Provides a description of the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts or information in a text or part of a text. (1)</li> </ul>
<b>RI 6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in <b>focus and the information provided</b> .	<ul style="list-style-type: none"> <li>Provides a comparison and contrast of the focus and information in a firsthand and secondhand account of the same event or topic. (1)<sup>3</sup></li> </ul>
<b>RI 7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<ul style="list-style-type: none"> <li>Provides an interpretation of information presented <b>visually</b> (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages). (1)</li> <li>Provides an interpretation of information presented <b>orally</b> (e.g., animations or interactive elements on Web pages). (2)</li> <li>Provides an interpretation of information presented <b>quantitatively</b> (e.g., in charts, graphs, diagrams, or interactive elements on Web pages). (3)</li> <li>Provides an explanation of how the information presented visually, orally, or quantitatively contributes to an understanding of the text in which it appears. (4)</li> </ul>
<b>RI 8:</b> Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> <li>Provides an explanation of how an author uses <b>reasons</b> to support particular points in a text. (1)</li> <li>Provides an explanation of how an author uses <b>evidence</b> to support particular points in a text. (2)</li> </ul>
<b>RI 9:</b> Integrate information from two texts on the same topic in order to write or speak about the subject	<ul style="list-style-type: none"> <li>Provides a statement that integrates information from two texts on the same topic. (1)</li> </ul>

<sup>2</sup> This evidence combines grade 4 evidences RI1.1 and RI1.2 from Phases 1 and 2.

<sup>3</sup> This evidence combines grade 4 evidences RI6.1 and RI6.2 from Phases 1 and 2.

<b>Grade: 4</b>	
<b>Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences to be measured on the CMAS Assessment.</b>
	<b>The student's response:</b>
<b>RL 4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>). (1)</li> </ul>
<b>RI 4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area. (1)</li> </ul>
<b>L 4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine the meaning of words and phrases, using context (e.g., definitions, examples, or restatements in text). (1)</li> <li>• <b>FOR DIAGNOSTIC ONLY:</b> Demonstrates the ability to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (2)</li> </ul>
<b>L 5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to determine meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. (1)</li> <li>• Demonstrates the ability to explain the meaning of common idioms, adages, and proverbs. (2)</li> <li>• Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (3)</li> </ul>
<b>L 6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise	<ul style="list-style-type: none"> <li>• Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., <i>quizzed, whined, stammered</i>). (1)</li> </ul>

**L 6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

- Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases, including those that signal precise actions, emotions or states of being (e.g., *quizzed, whined, stammered*). (1)

## WRITING

<b>Grade: 4</b>	
<b>Claim: Writing: Students write effectively when using and/or analyzing sources.</b>	
<b>Items designed to measure this claim may address the standards and evidences listed below:</b>	
<b>Standards:</b>	<b>Evidences:</b>
<p><b>W1</b></p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Written Expression:</b></p> <p><b>Development of Ideas</b></p> <ul style="list-style-type: none"> <li>• The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements<sup>2</sup> by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion.</li> </ul> <p><b>Clarity of Language</b></p> <ul style="list-style-type: none"> <li>• The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.</li> </ul> <p><b>Knowledge of Language and Conventions</b></p> <ul style="list-style-type: none"> <li>• The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.</li> </ul>
<p><b>W2</b></p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	

<sup>2</sup> 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.

<p><b>W3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	
<p><b>W4</b></p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
<p><b>W5</b></p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)</p>	
<p><b>W6</b></p>	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	
<p><b>W7</b></p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	
<p><b>W8</b></p>	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	
<p><b>W9</b></p>	<ol style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> <li>Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and</li> </ol>	
<p><b>W10</b></p>	<p>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>	

<sup>2</sup> 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.