

**BPS Interim Assessments  
 SY 17-18 Grade 2 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Decisions on assessing standards R.4, L.4, and/or L.5 will be dependent on vocabulary found in selected passages. There will be additional language items for standards L.2.1 and L.2.2 that are not connected to a passage</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 420-820.</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.2.1</b>	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	X	X	X
	<b>RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	X		X
	<b>RI.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	X	X	X
	<b>RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>			
	<b>RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	X		
	<b>RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		X	X
	<b>RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		X	X
	<b>RI.2.8</b>	Describe how reasons support specific points the author makes in a text.		X	
	<b>RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.			
<b>Reading Literature</b>	<b>RL.2.1</b>	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	X	X	X
	<b>RL.2.2</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		X	X
	<b>RL.2.3</b>	Describe how characters in a story respond to major events and challenges.	X	X	X
	<b>RL.2.4</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			
	<b>RL.2.5</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	X	X	X
	<b>RL.2.6</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	X		X
	<b>RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	X	X	X
	<b>RL.2.9</b>	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			X
<b>Language</b>	<b>L.2.1*</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
	<b>L.2.2*</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
	<b>L.2.4*</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	X	X	X
	<b>L.2.5*</b>	Demonstrate understanding of word relationships and nuances in word meanings.	X	X	X
<b>Number of Machine Scored Items</b>			<b>13-15</b>	<b>13-15</b>	<b>13-15</b>
<b>Number of Short Answer (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>14-16</b>	<b>14-16</b>	<b>14-16</b>

**BPS Interim Assessments  
SY 17-18 Grade 3 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 420-820.</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X
	<b>RI.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	X	X	X
	<b>RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	X	X	X
	<b>RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	X	X	
	<b>RI.3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
	<b>RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X	X
	<b>RI.3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	X	X	X
	<b>RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.			
<b>Reading Literature</b>	<b>RL.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X
	<b>RL.3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	X	X	
	<b>RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		X	X
	<b>RL.3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	X	X	
	<b>RL.3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	X		X
	<b>RL.3.7</b>	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	X	X	
	<b>RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)			
<b>Writing</b>	<b>W.3.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
	<b>W.3.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	
	<b>W.3.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			X
<b>Number of Machine Scored Items</b>			<b>11-13</b>	<b>13-15</b>	<b>11-13</b>
<b>Number of Prose Constructed Responses (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>12-14</b>	<b>14-16</b>	<b>12-14</b>

**BPS Interim Assessments  
 SY 17-18 Grade 4 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 740-1010.</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X
	<b>RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	X	X	X
	<b>RI.4.3</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.	X		X
	<b>RI.4.4</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.	X		
	<b>RI.4.5</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.	X	X	
	<b>RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.			X
	<b>RI.4.7</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.	X		X
	<b>RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.		X	X
	<b>RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			X
<b>Reading Literature</b>	<b>RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X
	<b>RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	X	X	X
	<b>RL.4.3</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).	X	X	X
	<b>RL.4.4</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., Herculean).		X	
	<b>RL.4.5</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.		X	
	<b>RL.4.7</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.		X	
	<b>RL.4.9</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.			
<b>Writing</b>	<b>W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.			X
	<b>W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X	
	<b>W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	X		
<b>Number of Machine Scored Items</b>			<b>11-13</b>	<b>13-15</b>	<b>11-13</b>
<b>Number of Prose Constructed Responses (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>12-14</b>	<b>14-16</b>	<b>12-14</b>

**BPS Interim Assessments  
SY 17-18 Grade 5 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 740-1010.</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>X</b>	<b>X</b>	<b>X</b>
	<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>X</b>	<b>X</b>	<b>X</b>
	<b>RI.5.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>X</b>	<b>X</b>	<b>X</b>
	<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		<b>X</b>	
	<b>RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.			
	<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.			
	<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.			<b>X</b>
	<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>X</b>		<b>X</b>
	<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.			<b>X</b>
<b>Reading Literature</b>	<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>X</b>	<b>X</b>	<b>X</b>
	<b>RL.5.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>X</b>		<b>X</b>
	<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>X</b>	<b>X</b>	
	<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		<b>X</b>	
	<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		<b>X</b>	<b>X</b>
	<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.	<b>X</b>	<b>X</b>	
	<b>RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).			
	<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.			
<b>Writing</b>	<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.			<b>X</b>
	<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		<b>X</b>	
	<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>X</b>		
<b>Number of Machine Scored Items</b>			<b>11-13</b>	<b>11-13</b>	<b>12-14</b>
<b>Number of Prose Constructed Responses (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>12-14</b>	<b>12-14</b>	<b>13-15</b>

**BPS Interim Assessments  
 SY 17-18 Grade 6 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 925-1185</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RI.6.2</b>	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		X	
	<b>RI.6.3</b>	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	X	X	
	<b>RI.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.			
	<b>RI.6.5</b>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	X	X	
	<b>RI.6.6</b>	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	X	X	X
	<b>RI.6.7</b>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			X
	<b>RI.6.8</b>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	X		X
	<b>RI.6.9</b>	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).			X
<b>Reading Literature</b>	<b>RL.6.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RL.6.2</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	X	X	X
	<b>RL.6.3</b>	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	X	X	
	<b>RL.6.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone		X	
	<b>RL.6.5</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	X	X	X
	<b>RL.6.6</b>	Explain how an author develops the point of view of the narrator or speaker in a text.		X	X
	<b>RL.6.7</b>	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.			
	<b>RL.6.9</b>	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		X	
<b>Writing</b>	<b>W.6.1</b>	Write arguments to support claims with clear reasons and relevant evidence.			X
	<b>W.6.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		X	
	<b>W.6.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	X		
<b>Number of Machine Scored Items</b>			<b>11-13</b>	<b>13-15</b>	<b>12-14</b>
<b>Number of Prose Constructed Responses (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>12-14</b>	<b>14-16</b>	<b>13-15</b>

**BPS Interim Assessments  
SY 17-18 Grade 7 ELA**

<b>Notes:</b>		<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>	
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 925-1185</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>		Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.	
<b>Standards</b>		<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>	
<b>Reading Informational Text</b>	<b>RI.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RI.7.2</b>	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	X		X
	<b>RI.7.3</b>	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	X		X
	<b>RI.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		X	
	<b>RI.7.5</b>	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	X	X	X
	<b>RI.7.6</b>	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	X	X	
	<b>RI.7.7</b>	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).			X
	<b>RI.7.8</b>	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		X	X
	<b>RI.7.9</b>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		X	X
<b>Reading Literature</b>	<b>RL.7.1</b>	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RL.7.2</b>	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	X	X	X
	<b>RL.7.3</b>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	X	X	X
	<b>RL.7.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.	X	X	
	<b>RL.7.5</b>	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning			X
	<b>RL.7.6</b>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	X	X	
	<b>RL.7.7</b>	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).			
	<b>RL.7.9</b>	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			
<b>Writing</b>	<b>W.7.1</b>	Write arguments to support claims with clear reasons and relevant evidence.			X
	<b>W.7.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		X	
	<b>W.7.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	X		
<b>Number of Machine Scored Items</b>		<b>11-13</b>	<b>12-14</b>	<b>11-13</b>	
<b>Number of Prose Constructed Responses (scoring guide provided)</b>		<b>1</b>	<b>1</b>	<b>1</b>	
<b>Total Questions</b>		<b>12-14</b>	<b>13-15</b>	<b>12-14</b>	

**BPS Interim Assessments  
 SY 17-18 Grade 8 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>All passages except Literature-Poetry will generally have a Lexile Range of 925-1185</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RI.8.2</b>	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.	X	X	X
	<b>RI.8.3</b>	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	X	X	X
	<b>RI.8.4</b>	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.			
	<b>RI.8.5</b>	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.	X	X	X
	<b>RI.8.6</b>	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.	X	X	
	<b>RI.8.7</b>	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.			X
	<b>RI.8.8</b>	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.			X
	<b>RI.8.9</b>	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.			X
<b>Reading Literature</b>	<b>RL.8.1</b>	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RL.8.2</b>	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.	X	X	X
	<b>RL.8.3</b>	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.	X	X	X
	<b>RL.8.4</b>	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.	X	X	
	<b>RL.8.5</b>	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.			
	<b>RL.8.6</b>	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.			
	<b>RL.8.7</b>	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.			
	<b>RL.8.9</b>	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>Writing</b>	<b>W.8.1</b>	Write arguments to support claims with clear reasons and relevant evidence.			X
	<b>W.8.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		X	
	<b>W.8.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	X		
<b>Number of Machine Scored Items</b>			<b>11-13</b>	<b>12-14</b>	<b>12-14</b>
<b>Number of Prose Constructed Responses (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>12-14</b>	<b>13-15</b>	<b>13-15</b>

**BPS Interim Assessments  
 SY 17-18 Grade 9 ELA**

<b>Notes:</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>			Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.
<b>Standards</b>			<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>
<b>Reading Informational Text</b>	<b>RI.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RI.2</b>	Determine a central idea of a text and analyze 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.	X	X	X
	<b>RI.3</b>	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.	X	X	X
	<b>RI.4</b>	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).	X	X	
	<b>RI.5</b>	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).			
	<b>RI.6</b>	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.	X	X	X
	<b>RI.7</b>	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.			
	<b>RI.8</b>	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.			
	<b>RI.9</b>	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.			
<b>Reading Literature</b>	<b>RL.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RL.2</b>	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.	X	X	X
	<b>RL.3</b>	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.	X	X	X
	<b>RL.4</b>	Determine the meaning of words and phrases as they are used in the 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).	X	X	
	<b>RL.5</b>	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.	X	X	
	<b>RL.6</b>	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.	X	X	
	<b>RL.7</b>	Analyze the representation of a subject or 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 Landscape with the Fall of Icarus).			
	<b>RL.9</b>	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>Writing</b>	<b>W.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	<b>W.2</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X
	<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>Number of Machine Scored Items</b>			<b>12-14</b>	<b>12-14</b>	<b>11-13</b>
<b>Number of Prose Constructed Responses (scoring guide provided)</b>			<b>1</b>	<b>1</b>	<b>1</b>
<b>Total Questions</b>			<b>13-15</b>	<b>13-15</b>	<b>12-14</b>



**BPS Interim Assessments  
SY 17-18 Grade 10 ELA**

<b>Notes:</b>		<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>	
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>		Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.	
<b>Standards</b>		<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>	
<b>Reading Informational Text</b>	<b>RI.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RI.2</b>	Determine a central idea of a text and analyze 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.	X	X	X
	<b>RI.3</b>	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.	X	X	X
	<b>RI.4</b>	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).			
	<b>RI.5</b>	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).		X	
	<b>RI.6</b>	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.	X	X	
	<b>RI.7</b>	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.			
	<b>RI.8</b>	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.		X	
	<b>RI.9</b>	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.		X	
<b>Reading Literature</b>	<b>RL.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
	<b>RL.2</b>	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.	X	X	X
	<b>RL.3</b>	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.	X	X	X
	<b>RL.4</b>	Determine the meaning of words and phrases as they are used in the 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).		X	X
	<b>RL.5</b>	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.	X	X	
	<b>RL.6</b>	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.			
	<b>RL.7</b>	Analyze the representation of a subject or 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 Landscape with the Fall of Icarus).			
	<b>RL.9</b>	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).			X
<b>Writing</b>	<b>W.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		X	X
	<b>W.2</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X		
	<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>Number of Machine Scored Items</b>		<b>12-14</b>	<b>12-14</b>	<b>11-13</b>	
<b>Number of Prose Constructed Responses (scoring guide provided)</b>		<b>1</b>	<b>1</b>	<b>1</b>	
<b>Total Questions</b>		<b>13-15</b>	<b>13-15</b>	<b>12-14</b>	

<b>Notes:</b>		<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>	
<ul style="list-style-type: none"> <li>Machine-scored items will include selected response, multiple select, technology-enhanced items (TEI) and evidence-based selected response (EBSR).</li> <li>Teacher-scored items will include short answer (reading) and/or prose constructed response (writing).</li> <li>Any updates to standards assessed will be dependent on passages selected; changes will be communicated no later than 4-6 weeks before administration of each interim.</li> </ul>		Suggested Window 10/16-10/27. Assessments remain open after start date.	Suggested Window 12/11-12/21. Assessments remain open after start date.	Suggested Window 2/26-3/9. Assessments remain open after start date.	
<b>Standards</b>		<b>BPS Interim 1</b>	<b>BPS Interim 2</b>	<b>BPS Interim 3</b>	
<b>Reading Informational Text</b>	<b>RI.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	X	X	X
	<b>RI.2</b>	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	X		X
	<b>RI.3</b>	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	X	X	X
	<b>RI.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text	X	X	
	<b>RI.5</b>	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		X	
	<b>RI.6</b>	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	X	X	X
	<b>RI.7</b>	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.			
	<b>RI.8</b>	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy.		X	
	<b>RI.9</b>	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.		X	
<b>Reading Literature</b>	<b>RL.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	X	X	X
	<b>RL.2</b>	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	X		X
	<b>RL.3</b>	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	X	X	X
	<b>RL.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.		X	
	<b>RL.5</b>	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		X	
	<b>RL.6</b>	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	X		X
	<b>RL.7</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			X
	<b>RL.9</b>	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			X
<b>Writing</b>	<b>W.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
	<b>W.2</b>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X
	<b>W.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<b>Number of Machine Scored Items</b>		<b>12-14</b>	<b>11-13</b>	<b>13-15</b>	
<b>Number of Prose Constructed Responses (scoring guide provided)</b>		<b>1</b>	<b>1</b>	<b>1</b>	
<b>Total Questions</b>		<b>13-15</b>	<b>12-14</b>	<b>12-14</b>	