

Achievement Indicators for Reading
Grade 8

| Reading Achievement Indicators Grade 8 | | | | |
|--|--|--|---|---|
| Content Standard 1.0 | | | | |
| Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 1.8.3 Decode unknown words in text using structural analysis through <ul style="list-style-type: none"> • base words • root words • suffixes • prefixes • syllables • compound words | inability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words. limited ability to decode words in text using spelling patterns, and/or syllables. | limited ability to decode words in text using base words, root words, suffixes, prefixes, and/or compound words. ability to decode words in text using spelling patterns. limited ability to decode words in text using syllables. | ability to decode words in text using phonics and structural analysis. | ability to decode above grade level words in text using phonics and structural analysis. |
| 1.8.4 Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms | limited ability to comprehend vocabulary using synonyms, and /or antonyms. inability to comprehend vocabulary using homographs, homophones, syntax, and/or parts of speech. | limited ability to comprehend and build vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms. ability to comprehend vocabulary using synonyms, and antonyms. | ability to comprehend, build, and extend vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms. | ability to comprehend, build, and extend above grade level vocabulary using homographs, homophones, syntax, parts of speech, synonyms, and/or antonyms. |
| Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • context clues • structural analysis | inability to comprehend vocabulary using context clues and/or structural analysis. | limited ability to comprehend and build vocabulary using context clues and/or structural analysis. | ability to comprehend, build, and extend vocabulary using context clues and/or structural analysis. | ability to comprehend, build, and extend above grade level vocabulary using context clues and/or structural analysis. |
| Apply alphabetic order to locate words in resources. | limited ability to alphabetize a given list of words. | limited ability to locate words in dictionaries, glossaries, and thesauruses. | ability to locate words in various resources. | ability to locate words in various resources. |

Achievement Indicators for Reading
Grade 8

| Content Standard 1.0 (continued) | | | | |
|---|---|---|---|---|
| Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Use resources to find and/or confirm meaning of <ul style="list-style-type: none"> • unknown words • word origins • Greek word roots • Latin word roots | inability to use resources to find meaning of unknown words encountered in text. | limited ability to use resources to find meaning of unknown words encountered in text. | ability to use resources to find meaning of unknown words encountered in text. | ability to use resources to find meaning of unknown words encountered in above grade level text. |
| | inability to use resources to confirm meaning of unknown words encountered in text. | limited ability to use resources to confirm meaning of unknown words encountered in text. | ability to use resources to confirm meaning of unknown words encountered in text. | ability to use resources to confirm meaning of unknown words encountered in above grade level text. |
| | inability to use resources to find meaning of word origins. | limited ability to use resources to find meaning of word origins. | ability to use resources to find meaning of word origins. | ability to use resources to find meaning of word origins. |
| | inability to use resources to confirm meaning of word origins. | limited ability to use resources to confirm meaning of word origins. | ability to use resources to confirm meaning of word origins. | ability to use resources to confirm meaning of above grade level word origins. |
| | inability to use resources to find meaning of Greek word roots. | limited ability to use resources to find meaning of Greek word roots. | ability to use resources to find meaning of Greek word roots. | ability to use resources to find meaning of above grade level Greek word roots. |
| | inability to use resources to confirm meaning of Greek word roots. | limited ability to use resources to confirm meaning of Greek word roots. | ability to use resources to confirm meaning of Greek word roots. | ability to use resources to confirm meaning of Greek word roots. |
| | inability to use resources to find meaning of Latin word roots. | limited ability to use resources to find meaning of Latin word roots. | ability to use resources to find meaning of Latin word roots. | ability to use resources to find meaning of above grade level Latin word roots. |
| | inability to use resources to confirm meaning of Latin word roots. | limited ability to use resources to confirm meaning of Latin word roots. | ability to use resources to confirm meaning of Latin word roots. | ability to use resources to confirm meaning of Latin word roots. |

Achievement Indicators for Reading
Grade 8

| Content Standard 1.0 (continued) | | | | |
|---|--|--|--|--|
| Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary. | | | | |
| Content Standard Indicator | Content Benchmarks | Content Benchmarks | Content Benchmarks | Content Benchmarks |
| Evaluate authors' use of connotation and denotation in text. | inability to evaluate authors' use of denotative meaning in text. | limited ability to evaluate authors' use of denotative meaning in text. | ability to evaluate authors' use of denotative meaning in text. | ability to evaluate authors' use of denotative meaning in above grade level text. |
| | inability to evaluate authors' use of connotative meaning in text. | limited ability to evaluate authors' use of connotative meaning in text. | ability to evaluate authors' use of connotative meaning in text. | ability to evaluate authors' use of connotative meaning in above grade level text. |
| Build vocabulary using <ul style="list-style-type: none"> • pictures • symbols | limited ability to gain meaning from pictures. | ability to gain meaning from pictures. | ability to gain meaning from pictures and symbols. | ability to gain and generalize meaning using pictures and symbols. |
| | inability to gain meaning from symbols. | limited ability to gain meaning from symbols. | | |
| 1.8.5 Apply knowledge of content specific vocabulary in text to build comprehension. | inability to identify content-specific vocabulary in text. | limited ability to identify content-specific vocabulary in text. | ability to identify content-specific vocabulary in text. | ability to identify content-specific vocabulary in above grade level text. |
| Read fluently aloud and/or silently with a focus on <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate | inability to read aloud with fluency. | limited ability to read aloud with fluency. | ability to read aloud with fluency. | ability to read aloud above grade level text with fluency. |
| | | | | |

Achievement Indicators for Reading
Grade 8

| Content Standard 2.0 Students use reading process skills and strategies to build comprehension. | | | | |
|---|---|---|---|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 2.8.1 Select before reading strategies appropriate to text and purpose on text to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type | inability to use before reading strategies to aid comprehension. | limited ability to use before reading strategies to aid comprehension. inability to select before reading strategies to aid comprehension. | ability to select appropriate before reading strategies to aid comprehension. | ability to select appropriate before reading strategies to aid comprehension of above grade level text. |
| 2.8.2 Select during reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type | limited ability to use during reading strategies to make predictions. inability to use during reading strategies to comprehend text. | limited ability to use during reading strategies to aid comprehension. | ability to select appropriate during reading strategies to aid comprehension. | ability to select appropriate during reading strategies to aid comprehension of above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 2.0 (continued) Students use reading process skills and strategies to build comprehension. | | | | |
|---|--|---|--|--|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 2.8.3 Select after reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies | inability to select after reading strategies to aid comprehension. | limited ability to use after reading strategies to aid comprehension. | ability to select appropriate after reading strategies to aid comprehension. | ability to select appropriate after reading strategies to aid comprehension of above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
|---|--|---|--|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>3.8.1 Analyze setting.</p> <p>Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • climax • resolution • turning point <p>Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • rising action • falling action <p>Describe internal and external conflict.</p> | <p>ability to identify setting.</p> <p>inability to analyze setting.</p> <p>inability to analyze climax.</p> <p>inability to analyze resolution.</p> <p>inability to analyze turning point.</p> <p>limited ability to identify important events in text.</p> <p>inability to analyze the elements that signal exposition.</p> <p>inability to analyze the elements that signal rising action.</p> <p>inability to analyze the elements that signal falling action.</p> <p>inability to describe external conflict.</p> <p>inability to identify internal conflict.</p> | <p>ability to describe setting.</p> <p>limited ability to analyze setting.</p> <p>limited ability to analyze climax.</p> <p>limited ability to analyze resolution.</p> <p>limited ability to describe turning point.</p> <p>ability to identify important events in text.</p> <p>limited ability to analyze the elements that signal exposition.</p> <p>limited ability to analyze the elements that signal rising action.</p> <p>limited ability to analyze the elements that signal falling action.</p> <p>limited ability to describe external conflict.</p> <p>limited ability to identify internal conflict.</p> | <p>ability to analyze setting.</p> <p>ability to analyze climax.</p> <p>ability to analyze resolution.</p> <p>ability to analyze turning point.</p> <p>ability to describe important events in text.</p> <p>ability to analyze the elements that signal exposition.</p> <p>ability to analyze the elements that signal rising action.</p> <p>ability to analyze the elements that signal falling action.</p> <p>ability to describe external conflict.</p> <p>ability to describe internal conflict.</p> | <p>ability to analyze setting in above grade level text.</p> <p>ability to analyze climax in above grade level text.</p> <p>ability to analyze resolution in above grade level text.</p> <p>ability to analyze turning point in above grade level text.</p> <p>ability to analyze important events.</p> <p>ability to analyze the elements that signal exposition in above grade level text.</p> <p>ability to analyze the elements that signal rising action in above grade level text.</p> <p>ability to analyze the elements that signal falling action in above grade level text.</p> <p>ability to describe external conflict.</p> <p>ability to describe internal conflict.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|---|---|--|--|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Describe main plot and subplots. | limited ability to describe main plot. | limited ability to describe main plot. | ability to describe main plot. | ability to describe main plot in above grade level text. |
| | inability to describe subplots. | limited ability to describe subplots. | ability to describe subplots. | ability to describe subplots in above grade level text. |
| Analyze how one event may cause another event. | inability to describe how one event may cause another event to occur. | limited ability to describe how one event may cause another event to occur. | ability to analyze how one event may cause another event to occur. | ability to analyze how one event may cause another event to occur in above grade level text. |
| Analyze an author's use of flashback. | inability to identify flashback in text. | limited ability to identify flashback in text. | ability to identify flashback in text. | ability to identify flashback in above grade level text. |
| | inability to analyze an author's use of flashback. | limited ability to analyze an author's use of flashback. | ability to analyze an author's use of flashback. | ability to analyze an author's use of flashback in above grade level text. |
| Analyze an author's use of foreshadowing. | inability to identify foreshadowing in text. | limited ability to identify foreshadowing in text. | ability to identify foreshadowing in text. | ability to identify foreshadowing in above grade level text. |
| | inability to analyze an author's use of foreshadowing. | limited ability to analyze an author's use of foreshadowing. | ability to analyze an author's use of foreshadowing. | ability to analyze an author's use of foreshadowing in above grade level text. |
| Make inferences and draw conclusions about setting and plot based on evidence. | limited ability to make inferences about setting. | ability to make inferences about setting. | ability to make inferences about setting based on evidence. | ability to make inferences about setting based on evidence in above grade level text. |
| | inability to draw conclusions about setting. | limited ability to draw conclusions about setting. | ability to draw conclusions about setting based on evidence. | ability to draw conclusions about setting based on evidence in above grade level text. |
| | inability to make inferences about plot. | ability to make inferences about plot. | ability to make inferences about plot based on evidence. | ability to make inferences about plot based on evidence in above grade level text. |
| | inability to draw conclusions about plot. | limited ability to draw conclusions about plot. | ability to draw conclusions about plot based on evidence. | ability to draw conclusions about plot based on evidence in above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|--|---|--|--|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 3.8.2 Analyze methods of characterization used by the author. | <p>inability to analyze an author's use of characterization.</p> <p>inability to identify elements of characterization.</p> <p>limited ability to identify what a character looks like.</p> <p>limited ability to identify how a character acts.</p> <p>inability to use the vocabulary terms physical and personality traits.</p> | <p>limited ability to analyze an author's use of characterization.</p> <p>limited ability to identify elements of characterization.</p> <p>limited ability to identify and describe physical traits of characters.</p> <p>limited ability to describe personality traits of characters.</p> <p>limited ability to use the vocabulary terms physical and personality traits.</p> | <p>ability to analyze an author's use of characterization.</p> <p>ability to identify elements of characterization (e.g., description, what the character says, what others say/think about the character).</p> <p>ability to describe characters' physical traits.</p> <p>ability to describe characters' personality traits.</p> <p>ability to use the vocabulary terms physical and personality traits.</p> | <p>ability to analyze an author's use of characterization in above grade level text.</p> <p>ability to analyze elements of characterization.</p> <p>ability to compare characters' physical and personality traits when provided a format (e.g., Venn-diagram, T-chart).</p> <p>ability to use the vocabulary terms physical and personality traits.</p> |
| Describe the motivation for a character's actions. | <p>limited ability to identify a character's actions.</p> <p>inability to describe the motivation of a character's actions.</p> | <p>ability to describe a character's actions.</p> <p>limited ability to identify the motivation of a character's actions.</p> | <p>ability to describe the motivation of a character's actions.</p> | <p>ability to describe the motivation of a character's actions in above grade level text.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|---|---|---|---|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Explain the author's development of a character. | limited ability to identify the hero and villain of a text. | ability to identify the hero and villain of a text. | ability to identify the protagonist and antagonist. | ability to identify the protagonist and antagonist in above grade level text. |
| | inability to explain the relationship among protagonists, antagonists, and supporting characters. | limited ability to explain the relationship among protagonists, antagonists, and supporting characters. | ability to explain the relationship among protagonists, antagonists, and supporting characters. | ability to explain the relationship among protagonists, antagonists, and supporting characters in above grade level text. |
| | inability to use the vocabulary terms protagonist and antagonist. | limited ability to use the vocabulary terms protagonist and antagonist. | ability to use the vocabulary terms protagonist and antagonist. | ability to use the vocabulary terms protagonist and antagonist. |
| | inability to explain the author's development of character. | limited ability to explain the author's development of character. | ability to explain the author's development of character. | ability to explain the author's development of character in above grade level text. |
| Make inferences and draw conclusions about (a) character(s), based on evidence. | ability to recall few details about a character from a text. | ability to recall few details about a character from a text. | ability to recall few details about a character from a text. | ability to recall few details about a character from above grade level text. |
| | limited ability to make inferences about a character. | ability to make inferences about a character based on details. | ability to make inferences about a character(s) based on evidence. | ability to make inferences about a character(s) based on evidence in above grade level text. |
| | inability to draw conclusions about a character. | limited ability to draw conclusions about a character. | ability to draw conclusions about a character(s) based on evidence. | ability to draw conclusions about a character(s) based on evidence in above grade level text. |
| 3.8.3 Describe a theme based on evidence. | inability to identify theme. | limited ability to describe a theme. | ability to describe a theme based on evidence. | ability to analyze a theme based on evidence. |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|--|---|---|---|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Compare themes generated by a single topic. | inability to identify themes. | limited ability to identify themes when given a format. limited ability to compare themes generated by a single topic. | ability to identify themes when given a format. ability to compare themes generated by a single topic. | ability to compare themes generated by a single topic. |
| Explain a lesson learned based on events and/or a character's actions. | limited ability to identify a character's actions. inability to identify a lesson based on events and/or a character's actions. | ability to identify a character's actions. limited ability to explain a lesson based on events and/or a character's actions. | ability to explain a lesson learned based on events and/or a character's actions. | ability to explain a lesson learned based on events and/or a character's actions in above grade level text. |
| 3.8.4 Analyze the effect of an author's use of <ul style="list-style-type: none"> • first person point of view • third person limited point of view • third person omniscient point of view | inability to analyze an author's use of point of view. | limited ability to analyze an author's use of point of view. | ability to analyze an author's use of point of view. | ability to analyze an author's use of point of view. |
| Distinguish between third person limited and third person omniscient point of view. | inability to distinguish between third person limited and third person omniscient point of view. | limited ability to distinguish between third person limited and third person omniscient point of view. | ability to distinguish between third person limited and third person omniscient point of view. | ability to distinguish between third person limited and third person omniscient point of view. |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|---|---|---|---|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 3.8.5 Analyze the use and purpose of <ul style="list-style-type: none"> • imagery • figurative language | <p>limited ability to identify imagery.</p> <p>limited ability to identify figurative language.</p> <p>inability to analyze the use of imagery.</p> <p>inability to analyze the use of figurative language.</p> | <p>ability to imagery.</p> <p>ability to identify figurative language.</p> <p>limited ability to analyze the use of imagery.</p> <p>limited ability to analyze the use of figurative language.</p> | <p>ability to analyze the use of imagery.</p> <p>ability to analyze the use of figurative language (e.g., similes, metaphors, personification).</p> | <p>ability to analyze the use of imagery in above grade level text.</p> <p>ability to analyze the use of figurative language in above grade level text.</p> |
| Identify the effects of rhythm and rhyme. | <p>ability to identify rhyme.</p> <p>limited ability to identify rhythm.</p> | <p>ability to identify rhythm and rhyme.</p> <p>limited ability to identify the effects of rhythm and rhyme.</p> | <p>ability to identify rhythm and rhyme.</p> <p>ability to identify the effects of rhythm and rhyme.</p> | <p>ability to identify rhythm and rhyme in above grade level text.</p> <p>ability to identify the effects of rhythm and rhyme in above grade level text.</p> |
| Analyze the use and purpose of <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language | <p>inability to analyze the use of sound devices.</p> <p>inability to analyze the use of dialect.</p> <p>inability to analyze the use of slang.</p> <p>inability to analyze the use of formal language.</p> <p>inability to analyze the use of informal language.</p> | <p>limited ability to analyze the use of sound devices.</p> <p>limited ability to analyze the use of dialect.</p> <p>limited ability to analyze the use of slang.</p> <p>limited ability to analyze the use of formal language.</p> <p>limited ability to analyze the use of informal language.</p> | <p>ability to analyze the use of sound devices(e.g., alliteration).</p> <p>ability to analyze the use of dialect.</p> <p>ability to analyze the use of slang.</p> <p>ability to analyze the use of formal language.</p> <p>ability to analyze the use of informal language.</p> | <p>ability to analyze the use of sound devices in above grade level text.</p> <p>ability to analyze the use of dialect.</p> <p>ability to analyze the use of slang.</p> <p>ability to analyze the use of formal language.</p> <p>ability to analyze the use of informal language.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|--|---|--|--|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 3.8.6 Explain the use of stylistic devices to create tone and mood. | limited ability to determine overall tone. inability to identify words and phrases that reveal tone. | ability to determine overall tone of text. limited ability to explain the use of words and phrases that reveal tone. | ability to determine overall tone of text. ability to explain the use of words and phrases that reveal tone. | ability to determine overall tone of text in above grade level text. ability to explain the use of words and phrases that reveal tone in above grade level text. |
| Analyze how words and phrases create mood. | limited ability to determine overall mood. inability to analyze how words and phrases create mood. | ability to determine overall mood. limited ability to analyze how words and phrases create mood. | ability to determine overall mood. ability to analyze how words and phrases create mood. | ability to determine overall mood in above grade level text. ability to analyze how words and phrases create mood in above grade level text. |
| Explain the use of irony. | inability to explain irony. | limited ability to explain irony. | ability to explain irony. | ability to analyze irony in above grade level text. |
| With assistance , identify various types of irony. | inability to identify types of irony. | limited ability to identify types of irony when given a format. | limited ability to identify types of irony. | ability to identify types of irony in above grade level text. |
| 3.8.7 Analyze the influence of historical events and culture. | inability to identify text from different culture based on content. limited ability to grasp the meaning of cultures based on content. inability to analyze the influence of historical events based on content. inability to analyze the influence of cultures based on content. | limited ability to identify text from different cultures based on content. limited ability to grasp the meaning of cultures based on content. limited ability to analyze the influence of historical events based on content. limited ability to analyze the influence of cultures based on content. | ability to compare text from different cultures based on content. ability to grasp the meaning of cultures based on content. ability to analyze the influence of historical events based on content. ability to analyze the influence of cultures based on content. | ability to compare text from different cultures based on content in above grade level text. ability to grasp the meaning of cultures based on content in above grade level text. ability to analyze the influence of historical events based on content in above grade level text. ability to analyze the influence of cultures based on content in above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|---|--|--|--|--|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Analyze the influence of historical events and culture on author's works. With assistance , analyze the influence of an author's work on historical events. | inability to analyze the influence of historical events on author's works. inability to analyze the influence of culture on author's works. inability to analyze the influence of an author's work on historical events. | limited ability to analyze the influence of historical events on author's works. limited ability to analyze the influence of culture on author's works. limited ability to analyze the influence of an author's work on historical events when given a format. | ability to analyze the influence of historical events on author's works. ability to analyze the influence of culture on author's works. limited ability to analyze the influence of an author's work on historical events. | ability to analyze the influence of historical events on author's works in above grade level text. ability to analyze the influence of culture on author's works in above grade level text. ability to analyze the influence of an author's work on historical events. |
| 3.8.8 Make and revise predictions based on evidence. | limited ability to make predictions. inability to revise predictions. | ability to make predictions. limited ability to revise predictions. | ability to make predictions based on evidence. ability to revise predictions based on evidence. | ability to make predictions based on evidence in above grade level text. ability to revise predictions based on evidence in above grade level text. |
| 3.8.9 Make connections to self, other text, and/or the world. | limited ability to make connections from text to self. inability to make connections from text to other text, and/or the world. | ability to make connections from text to self. limited ability to make connections from text to other text, and/or the world. | ability to make connections from text to self, other text, and/or the world. | ability to make connections from text to self, other text, and/or the world. |
| Use information to answer specific questions. | limited ability to identify intent of questions. inability to use information to answer specific questions in text. | ability to identify intent of questions. limited ability to use information to answer specific questions in text. | ability to identify intent of questions. ability to use information to answer specific questions in text. | ability to identify intent of questions. ability to use information to answer specific questions in above grade level text. |
| Summarize information. | inability to summarize information using a given format. | limited ability to summarize information. | ability to summarize information. | ability to summarize information from above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 3.0 (continued) | | | | |
|--|--|---|--|--|
| Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Synthesize information. | <p>inability to gain information from text.</p> <p>inability to retell information.</p> <p>inability to summarize information.</p> <p>inability to organize information.</p> | <p>limited ability to synthesize information given a format.</p> <p>limited ability to gain information from text.</p> <p>limited ability to retell information.</p> <p>limited ability to summarize information.</p> <p>limited ability to organize information.</p> | <p>ability to synthesize information.</p> <p>ability to gain information from text.</p> <p>ability to retell information.</p> <p>ability to summarize information.</p> <p>ability to organize information.</p> | <p>ability to synthesize information from above grade level text.</p> <p>ability to gain information from above grade level text.</p> <p>ability to retell information in above grade level text.</p> <p>ability to summarize information from above grade level text.</p> <p>ability to organize information in above grade level text.</p> |
| Paraphrase information. | <p>inability to identify essential information.</p> <p>inability to paraphrase information.</p> <p>copy directly from the text.</p> | <p>ability to identify essential information.</p> <p>limited ability to paraphrase information when given a format.</p> <p>restate information using many of the author's original words and phrases.</p> | <p>ability to identify essential information.</p> <p>ability to paraphrase information.</p> | <p>ability to identify essential information in above grade level text.</p> <p>ability to paraphrase information from above grade level text.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
|---|--|--|--|--|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 4.8.1 Evaluate information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps Evaluate information from <ul style="list-style-type: none"> • table of contents • glossaries • indices | limited ability to gain information from illustrations, graphs, charts, and titles. inability to gain information from text boxes, diagrams, headings, and maps. inability to determine purpose of text features. inability to gain information from a table of contents, glossaries, and indices. inability to determine the purpose of a table of contents, glossaries, and indices. | limited ability to evaluate information from text features. limited ability to determine purpose of text features. limited ability to evaluate information from a table of contents, glossaries, and indices. limited ability to determine the purpose of a table of contents, glossaries, and indices. | ability to evaluate information from text features. ability to determine purpose of text features. ability to evaluate information from a table of contents, glossaries, and indices. ability to determine the purpose of a table of contents, glossaries, and indices. | ability to evaluate information from text features. ability to determine purpose of text features. ability to evaluate information from a table of contents, glossaries, and indices. ability to determine the purpose of a table of contents, glossaries, and indices. |
| Identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words | limited ability to identify bold-faced words, underlined words, highlighted words, and italicized words. | limited ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words. | ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words. | ability to explain the use of bold-faced words, underlined words, highlighted words, and italicized words. |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|---|--|---|---|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions | ability to identify abbreviations. limited ability to identify acronyms. inability to identify parenthetical expressions. inability to explain the use of abbreviations. inability to explain the use of acronyms. inability to identify and explain the use of parenthetical expressions. | ability to identify abbreviations. ability to identify acronyms. limited ability to identify parenthetical expressions. limited ability to explain the use of abbreviations. limited ability to explain the use of acronyms. limited ability to explain the use of parenthetical expressions. | ability to explain the use of abbreviations. ability to explain the use of acronyms. ability to explain the use of parenthetical expressions. | ability to explain the use of abbreviations in above grade level text. ability to explain the use of acronyms in above grade level text. ability to explain the use of parenthetical expressions in above grade level text. |
| 4.8.2 Analyze the use of <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language | inability to describe the use of dialect. inability to describe the use of slang. inability to describe the use of idioms. inability to describe the use of formal language. inability to describe the use of informal language. | limited ability to analyze the use of dialect. limited ability to analyze the use of slang. limited ability to analyze the use of idioms. limited ability to analyze the use of formal language. limited ability to analyze the use of informal language. | ability to analyze the use of dialect. ability to analyze the use of slang. ability to analyze the use of idioms. ability to analyze the use of formal language. ability to analyze the use of informal language. | ability to analyze the use of dialect. ability to analyze the use of slang. ability to analyze the use of idioms in above grade level text. ability to analyze the use of formal language. ability to analyze the use of informal language. |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|--|---|---|---|---|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Analyze the use of <ul style="list-style-type: none"> • figurative language • analogies | <p>limited ability to identify figurative language (e.g., similes, metaphors, personification).</p> <p>limited ability to determine meaning from simple analogies.</p> | <p>ability to identify figurative language.</p> <p>limited ability to explain the use of figurative language.</p> <p>limited ability to determine meaning from analogies.</p> | <p>ability to explain the use of figurative language.</p> <p>ability to analyze how analogies are used to compare an idea.</p> | <p>ability to analyze the use of figurative language in above grade level text.</p> <p>ability to analyze how analogies are used to compare an idea.</p> |
| Explain words and phrases that reveal author's tone. | <p>limited ability to determine overall tone.</p> <p>inability to identify words and phrases that reveal tone.</p> | <p>ability to determine overall of tone of the text.</p> <p>limited ability to identify words that reveal tone.</p> <p>inability to identify phrases that reveal tone.</p> | <p>ability to determine overall of tone of the text.</p> <p>ability to identify words and phrases that reveal tone.</p> | <p>ability to determine overall of tone of the above grade level text.</p> <p>ability to identify words and phrases that reveal tone in above grade level text.</p> |
| Explain how language clarifies ideas and concepts. | <p>inability to explain how language clarifies ideas and concepts.</p> | <p>limited ability to explain how language clarifies ideas and concepts.</p> | <p>ability to explain how language clarifies ideas and concepts.</p> | <p>ability to analyze how language clarifies ideas and concepts in above grade level text.</p> |
| Explain how language is used for the purpose of <ul style="list-style-type: none"> • persuasion • propaganda | <p>inability ability to identify words used to persuade.</p> <p>inability to identify words used in propaganda.</p> <p>inability to explain how language is used to create persuasion.</p> <p>inability to explain how language is used to create propaganda.</p> | <p>limited ability to identify words used to persuade.</p> <p>limited ability to identify words used in propaganda.</p> <p>limited ability to explain how language is used to create persuasion.</p> <p>limited ability to explain how language is used to create propaganda.</p> | <p>ability to identify words used to persuade.</p> <p>ability to identify words used in propaganda.</p> <p>ability to explain how language is used to create persuasion.</p> <p>ability to explain how language is used to create propaganda.</p> | <p>ability to identify words used to persuade.</p> <p>ability to identify words used in propaganda.</p> <p>ability to explain how language is used to create persuasion in above grade level text.</p> <p>ability to explain how language is used to create propaganda in above grade level text.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|---|--|--|--|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Describe how an author uses concrete examples to explain abstract ideas. | ability to identify concrete examples. limited ability to identify an abstract idea. inability to describe how an author uses concrete examples to explain abstract ideas. | ability to identify concrete examples. ability to identify an abstract idea. limited ability to describe how an author uses concrete examples to explain abstract ideas. | ability to identify concrete examples. ability to identify an abstract idea. ability to describe how an author uses concrete examples to explain abstract ideas. | ability to identify concrete examples in above grade level text. ability to identify an abstract idea in above grade level text. ability to describe how an author uses concrete examples to explain abstract ideas in above grade level text. |
| Analyze intended and unintended effects of persuasive and/or propaganda techniques in various media. | inability to analyze intended and unintended effects of persuasive and/or propaganda techniques on an audience. inability to analyze unintended effects of persuasive and/or propaganda techniques on an audience. | limited ability to analyze intended effects of persuasive and/or propaganda techniques on an audience in above below level text. inability to analyze unintended effects of persuasive and/or propaganda techniques on an audience. | limited ability to analyze intended effects of persuasive and/or propaganda techniques on an audience. limited ability to analyze unintended effects of persuasive and/or propaganda techniques on an audience. | ability to analyze intended effects of persuasive and/or propaganda techniques on an audience. ability to analyze unintended effects of persuasive and/or propaganda techniques on an audience. |
| 4.8.3 Analyze a theme based on evidence. | limited ability to identify main idea. inability to analyze a theme. | ability to identify main idea. limited ability to analyze a theme. | ability to identify main idea. ability to analyze a theme based on evidence. | ability to identify main idea in above grade level text. ability to analyze a theme based on evidence in above grade level text. |
| Compare themes generated by a single topic. | inability to compare themes. | limited ability to compare themes when given a format. | ability to compare themes generated by a single topic. | ability to compare themes generated by a single topic in above grade level text. |
| Evaluate the impact of sequential and/or chronological order. | limited ability to describe the impact of sequential and/or chronological order using a given format. | limited ability to evaluate the impact of sequential and/or chronological order. | ability to evaluate the impact of sequential and/or chronological order. | ability to evaluate the impact of sequential and/or chronological order in above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|--|--|---|---|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Evaluate a cause and its effect on events and/or relationships. | inability to evaluate a cause and its effect on events and/or relationships. | limited ability to evaluate a cause and its effect on events and/or relationships. | ability to evaluate a cause and its effect on events and/or relationships. | ability to evaluate a cause and effect on events and/or relationships in above grade level text. |
| Evaluate a problem and its solution. | limited ability to identify a problem. inability to evaluate the solution to the problem. | ability to evaluate a problem. limited ability to evaluate the solution to the problem. | ability to evaluate a problem. ability to evaluate the solution to the problem. | ability to evaluate a problem in above grade level text. ability to evaluate the solution to the problem in above grade level text. |
| Describe main idea based on evidence. | inability to describe main idea. | limited ability to describe main idea. | ability to describe main idea based on evidence. | ability to describe main idea based on evidence in above grade level text. |
| Compare events. | inability to compare events using a given format. | limited ability to compare events using a given format. | ability to compare events. | ability to compare events in above grade level text. |
| Evaluate the author's use of organizational structure. | inability to identify organizational structures in text. | inability to explain the author's use of organizational structure. limited ability to identify organizational structures in text. | ability to explain the author's use of organizational structure (e.g., fact/opinion, compare/contrast). | ability to explain the author's use of organizational structure in above grade level text. |
| Analyze the development of an author's argument, viewpoint, and/or perspective. | limited ability to identify an argument presented in text. inability to identify an author's viewpoint. inability to identify an author's perspective. | ability to identify an argument presented in text. limited ability to analyze the development of an author's viewpoint. limited ability to analyze the development of an author's perspective. | ability to analyze the development of an author's argument. ability to analyze the development of an author's viewpoint. ability to analyze the development of an author's perspective. | ability to analyze the development of an author's argument in above grade level text. ability to analyze the development of an author's viewpoint in above grade level text. ability to analyze the development of an author's perspective in above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|--|--|--|--|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 4.8.4 Make inferences about an author's culture and historical viewpoints. | <p>inability to identify point of view.</p> <p>inability to make inferences about an author's cultural viewpoints.</p> <p>inability to make inferences about an author's historical viewpoints.</p> | <p>limited ability to identify point of view.</p> <p>limited ability to make inferences about an author's cultural viewpoints.</p> <p>limited ability to make inferences about an author's historical viewpoints.</p> | <p>ability to identify point of view.</p> <p>ability to make inferences about an author's cultural viewpoints.</p> <p>ability to make inferences about an author's historical viewpoints.</p> | <p>ability to identify point of view.</p> <p>ability to make inferences about an author's cultural viewpoints in above grade level text.</p> <p>ability to make inferences about an author's historical viewpoints in above grade level text.</p> |
| Analyze the influence of historical and historical events and culture. | <p>inability to grasp the meaning of historical events.</p> <p>inability to analyze the influence of historical events.</p> <p>inability to identify text from different culture based on content.</p> <p>inability to grasp the meaning of cultures based on content.</p> <p>inability to analyze the influence of culture.</p> | <p>limited ability to grasp the meaning of historical events.</p> <p>limited ability to analyze the influence of historical events.</p> <p>limited ability to identify text from different culture based on content.</p> <p>limited ability to grasp the meaning of cultures based on content.</p> <p>limited ability to analyze the influence of culture.</p> | <p>ability to grasp the meaning of historical events.</p> <p>ability to analyze the influence of historical events.</p> <p>ability to identify text from different culture based on content.</p> <p>ability to grasp the meaning of cultures based on content.</p> <p>ability to analyze the influence of culture.</p> | <p>ability to grasp the meaning of historical events.</p> <p>ability to analyze the influence of historical events in above grade level text.</p> <p>ability to identify text from different culture based on content in above grade level text.</p> <p>ability to grasp the meaning of cultures based on content.</p> <p>ability to analyze the influence of culture in above grade level text.</p> |
| Analyze the influence of historical events and culture on author's work. | <p>inability to analyze the influence of historical events and culture on author's works.</p> | <p>limited ability to analyze the influence of historical events and culture on author's works.</p> | <p>ability to analyze the influence of historical events and culture on author's works.</p> | <p>ability to analyze the influence of historical events and culture on author's works.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|---|--|--|---|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 4.8.5 Make connections to self, other text, and/or the world. | limited ability to make connections from text to self. inability to make connections from text to other text, and/or the world. | ability to make connections from text to self. limited ability to make connections from text to other text, and/or the world. | ability to make connections from text to self, other text, and/or the world. | ability to make connections from text to self, other text, and/or the world. |
| Use information to answer specific questions. | limited ability to identify intent of questions. inability to use information to answer specific questions in text. | ability to identify intent of questions. limited ability to use information to answer specific questions in text. | ability to identify intent of questions. ability to use information to answer specific questions in text. | ability to identify intent of questions. ability to use information to answer specific questions in above grade level text. |
| Evaluate hypotheses based on information. | inability to develop hypotheses. | limited ability to develop hypotheses. | ability to evaluate hypotheses based on logical information. | ability to evaluate hypotheses based on logical information in above grade level text. |
| Summarize information. | inability to summarize information given a format. | limited ability to summarize information given a format. | ability to summarize information. | ability to summarize information from above grade level text. |
| Synthesize information. | inability to gain information from text. inability to retell information. inability to summarize information. inability to organize information. | limited ability to synthesize information given a format. limited ability to gain information from text. limited ability to retell information. limited ability to summarize information. limited ability to organize information. | ability to synthesize information given a format. ability to gain information from text. ability to retell information. ability to summarize information. ability to organize information. | ability to synthesize information from above grade level text. ability to gain information from above grade level text. ability to retell information in above grade level text. ability to summarize information in above grade level text. ability to organize information in above grade level text. |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|---|---|--|--|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Paraphrase information. | <p>inability to identify essential information.</p> <p>inability to paraphrase information.</p> <p>copy directly from the text.</p> | <p>ability to identify essential information.</p> <p>limited ability to paraphrase information when given a format.</p> <p>restate information using many of the author's original words and phrases.</p> | <p>ability to identify essential information.</p> <p>ability to paraphrase information.</p> | <p>ability to identify essential information in above grade level text.</p> <p>ability to paraphrase information from above grade level text.</p> |
| With assistance , synthesize information from two or more texts. | inability to synthesize information. | limited ability to synthesize information. | limited ability to synthesize information from two or more texts. | limited ability to synthesize information from two or more above grade level texts. |
| 4.8.6 Make and revise predictions based on evidence. | <p>limited ability to make predictions.</p> <p>inability to revise predictions.</p> | <p>ability to make predictions.</p> <p>limited ability to revise predictions.</p> | <p>ability to make predictions based on evidence.</p> <p>ability to revise predictions based on evidence.</p> | <p>ability to make predictions based on evidence in above grade level text.</p> <p>ability to revise predictions based on evidence in above grade level text.</p> |
| Make inferences and draw conclusions based on evidence. | <p>limited ability to recall details from text.</p> <p>inability to make inferences.</p> <p>inability to draw conclusions.</p> | <p>ability to recall details from text.</p> <p>limited ability to make inferences.</p> <p>limited ability to draw conclusions.</p> | <p>ability to recall details from text.</p> <p>ability to make inferences based on evidence.</p> <p>ability to draw conclusions based on evidence.</p> | <p>ability to recall details from above grade level text.</p> <p>ability to make inferences based on evidence in above grade level text.</p> <p>ability to draw conclusions based on evidence in above grade level text.</p> |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|---|--|---|---|---|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Analyze the accuracy of facts. | inability to identify important facts. | limited ability to identify important facts. limited ability to analyze the accuracy of facts. | ability to identify important facts. ability to analyze the accuracy of facts. | ability to identify important facts in above grade level text. ability to analyze the accuracy of facts in above grade level text. |
| Evaluate author's use of facts and/or opinions. | limited ability to identify facts. inability to identify opinions. inability to distinguish between fact and opinion. inability to evaluate the author's use of facts and/or opinions | ability to identify facts. limited ability to identify opinions. limited ability to distinguish between fact and opinion. limited ability to evaluate the author's use of facts and/or opinions. | ability to identify facts. ability to identify opinions. ability to distinguish between fact and opinion. ability to evaluate the author's use of facts and/or opinions. | ability to identify facts in above grade level text. ability to identify opinions. ability to distinguish between fact and opinion. ability to evaluate the author's use of facts and/or opinions in above grade level text. |
| Analyze reasonableness and adequacy of evidence. | inability to analyze reasonableness of evidence. inability to analyze adequacy of evidence. | limited ability to analyze reasonableness of evidence. limited ability to analyze adequacy of evidence. | ability to analyze reasonableness of evidence. ability to analyze adequacy of evidence. | ability to analyze reasonableness of evidence in above grade level text. ability to analyze adequacy of evidence in above grade level text. |
| Analyze information from one source by referencing other sources. | inability to analyze information from one source by referencing other sources. | limited ability to analyze information from one source by referencing other sources. | ability to analyze information from one source by referencing other sources. | ability to analyze information from one source by referencing other sources. |
| With assistance , predict events and/or relationships if sequence is altered. | inability to predict events and/or relationships if sequence is altered. | limited ability to predict events and/or relationships if sequence is altered when given a format. | limited ability to predict events and/or relationships if sequence is altered. | ability to predict events and/or relationships if sequence is altered. |
| With assistance , predict events and/or relationships if chronological order is altered. | inability to predict events and/or relationships if chronological order is altered. | limited ability to predict events and/or relationships if chronological order is altered when given a format. | limited ability to predict events and/or relationships if chronological order is altered. | ability to predict events and/or relationships if chronological order is altered. |

Achievement Indicators for Reading
Grade 8

| Content Standard 4.0 (continued) | | | | |
|--|--|---|---|---|
| Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 4.8.7 Read and follow directions to complete tasks or procedures. | inability to accurately read directions to complete tasks or procedures. inability to gain meaning from directions to complete tasks or procedures. | limited ability to accurately read directions to complete tasks or procedures. limited ability to gain meaning from directions to complete tasks or procedures. | ability to accurately read directions to complete tasks or procedures. ability to gain meaning from directions to complete tasks or procedures. | ability to accurately read directions to complete complex tasks or procedures. ability to gain meaning from directions to complete complex tasks or procedures. |
| Evaluate directions to complete tasks or procedures for <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features | inability to understand directions. | limited ability to evaluate directions for clarity. limited ability to evaluate format of directions. limited ability to evaluate use of technical vocabulary in directions. limited ability to evaluate use of text features in directions. | ability to evaluate directions for clarity. ability to evaluate format of directions. ability to evaluate use of technical vocabulary in directions. ability to evaluate use of text features in directions. | ability to evaluate directions for clarity. ability to evaluate format of directions. ability to evaluate use of technical vocabulary in directions. ability to evaluate use of text features in directions. |

Achievement Indicators for Writing
Grade 8

| Writing Achievement Indicators Grade 8 | | | | |
|---|--|---|---|--|
| Content Standard 5.0 Students write a variety of texts using the writing process. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 5.8.1 Use prewriting strategies to plan written work. | inability to use prewriting activities to generate usable ideas for future writing. inability to create ideas/topics from listening and modeling. | minimal use of prewriting to generate ideas for future writing. minimal use of brainstorming, clustering, interviewing, and discussion. minimal generation of ideas/topics from listening and modeling. | use of prewriting activities to generate ideas for future writing. independent generation of ideas/topics for writing. | use of prewriting activities to generate ideas for effective writing. versatility and adeptness in using one or more prewriting strategies. generation of numerous ideas/topics for writing. |
| Choose and narrow a topic to organize ideas. | inability to use techniques to narrow and organize ideas/topics. | inconsistent and/or incomplete use of strategies to narrow and organize ideas/topics. | consistent use of techniques to narrow and organize ideas. | consistent and systematic organization of ideas according to the purpose and task. |
| Explore a topic to plan written work. | inability to use an outline or other organizing strategies to plan future written work. inability to self-select ideas and to identify purpose for writing, even with graphic organizers. | inconsistent selection of appropriate techniques to accomplish future tasks. disorganization, incomplete, or ineffectual graphic organizers. | use of appropriate techniques to accomplish future tasks. use of multiple graphic organizers to plan future works. | appropriate use of graphic organizers. use of complete, detailed, relevant ideas for future works. |

Achievement Indicators for Writing
Grade 8

| Content Standard 5.0 (continued) Students write a variety of texts using the writing process. | | | | |
|---|--|--|--|--|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 5.8.2 Draft multiple paragraphs on a single topic that address <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions | <p>minimal ability to draft compositions.</p> <p>simplistic or limited word choice that does not show awareness of audience and/or purpose.</p> <p>minimal ability to draft a thesis statement.</p> <p>minimal ability to create main ideas.</p> <p>random list of ideas.</p> <p>minimal ability to develop details.</p> <p>simplistic or inappropriate introduction and/or conclusion.</p> <p>minimal use of transitions.</p> | <p>minimal drafts of compositions.</p> <p>minimal use of word choice to address audience or may be inappropriate to audience and/or purpose.</p> <p>minimal ability to draft a thesis statement, when appropriate, with a clear focus.</p> <p>disconnect between main ideas and the thesis, if present.</p> <p>irrelevant details not relating to main ideas.</p> <p>minimal introduction and conclusion.</p> <p>minimal use of transitions.</p> | <p>focused, complete paragraphs and compositions.</p> <p>word choice that is appropriate to audience and purpose.</p> <p>focused thesis statement.</p> <p>adequately developed main ideas that support thesis appropriate to assignment.</p> <p>details that adequately support main ideas.</p> <p>recognizable introduction and conclusion.</p> <p>adequate use of transitions that link ideas.</p> | <p>cohesive and complete paragraphs and compositions.</p> <p>engaging word choice addressing audience and providing a strong sense of purpose.</p> <p>clear, essential focus of thesis statement.</p> <p>main ideas that enhance and support thesis statement and composition topic.</p> <p>relevant details that support and enhance main ideas.</p> <p>inviting introduction and a satisfying conclusion.</p> <p>transitions that weave the piece into a cohesive whole.</p> |

Achievement Indicators for Writing
Grade 8

| Content Standard 5.0 (continued) Students write a variety of texts using the writing process. | | | | |
|--|---|--|--|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 5.8.3 Revise drafts for <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency | inability to revise drafts. lack of revision in order to improve or develop a draft. inability to use given criteria (e.g., rubrics, peer, or teacher feedback) for revision. inability to make changes in original draft. | minimal revision using consistent use of criteria. unimproved or undeveloped word choice, organization, and/or relevant details. possible attempts to create awareness of audience and purpose. minimal revision to improve the original draft using available criteria. minimal revision to improve sentence structure and fluency. | revision using a given criteria. improvement in word choice, organization, and relevant details to develop ideas. revision to address audience and purpose. revision to improve original draft using criteria (e.g., rubrics, peer, or teacher feedback). ability to revise to improve original draft in sentence structure and fluency. | independent use of revision strategies to improve drafts. revision to enhance word choice, organization, and/or relevant details. word choice that showcases audience and purpose. integration of available criteria to improve original drafts. changes that enhance the original draft. |

Achievement Indicators for Writing
Grade 8

| Content Standard 5.0 (continued) Students write a variety of texts using the writing process. | | | | |
|---|--|--|--|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>5.8.4 Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words | <p>inability to edit for spelling of high frequency words.</p> <p>extensive spelling errors that impede meaning, understanding, and/or distract the reader.</p> <p>consistent errors in Standard English writing conventions that impede reader understanding of the writing.</p> <p>extensive errors in usage, punctuation, capitalization, spelling, and sentence structure.</p> | <p>minimal editing for spelling of high frequency words.</p> <p>some correct phonetic spelling.</p> <p>spelling errors that may or may not impede meaning.</p> <p>minimal editing for correct spelling of words from other content areas.</p> <p>minimal editing of roots and affixes.</p> <p>editing with basic understanding of standard English grammar, usage, and mechanics.</p> <p>editing for capitalization.</p> | <p>editing for correct spelling of high frequency words most of the time.</p> <p>correct use of common spelling rules.</p> <p>some spelling errors that do not impede meaning.</p> <p>editing for correct spelling of words from other content areas.</p> <p>editing for roots and affixes.</p> <p>editing for Standard English grammar, usage, and mechanics.</p> <p>editing to correct errors in spelling, capitalization, and grammar.</p> <p>possible identification of all capitalization errors.</p> | <p>editing for correct spelling of high frequency words.</p> <p>editing for correct spelling of infrequently used words most of the time.</p> <p>editing for correct spelling of above grade level words.</p> <p>editing for roots and affixes.</p> <p>editing for Standard English grammar, usage, and mechanics.</p> <p>editing to correct errors in spelling, capitalization, and grammar.</p> |
| <p>Edit for correct capitalization.</p> | | | | |

Achievement Indicators for Writing
Grade 8

| Content Standard 5.0 (continued) Students write a variety of texts using the writing process. | | | | |
|--|---|---|---|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 5.8.6 Edit sentence structure for <ul style="list-style-type: none"> • complete sentences • combining sentences • compound sentences • complex sentences • compound-complex sentences | inability to edit for complete simple sentences. very simple structures. lack of personal writing style usually created with the aid of sentence construction. inability to edit for sentence combining. inability to edit for compound or complex sentence structures. | minimal editing for sentence variety. minimal editing for simple and/or compound sentences. minimal editing for simple sentence combining. inability to structure complex sentences. compound-complex sentences that are poorly or incorrectly constructed. | editing for variety sentence structure. editing of form and punctuation of simple and compound sentences. editing for combined sentences to create sentence variety. editing for complex sentences. editing for compound-complex sentences. | editing for varied sentence structure. editing of form and punctuation of simple and compound sentences. editing of form and punctuation of complex sentences. editing of form and punctuation of compound-complex sentences. manipulation and integration of sentence forms to enhance the effectiveness of the text and to create a personal writing style. |
| Edit sentence structure for the elimination of <ul style="list-style-type: none"> • fragments • run-ons | incorrect structures create confusion for the reader. inability, without assistance, to recognize fragments and run-ons. | inability to edit for fragments and run-ons. fragments and/or run-ons may create confusion for the reader. elimination of fragments and run-ons with assistance. | personal style that is reinforced by sentence structures. editing for fragments and run-ons. | possible fragments and run-ons created for stylistic effect.. |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
|--|---|--|---|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>6.8.1 Write essays and compositions with a focus on</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • concluding statement • beginning, middle, and end • a thesis statement • transitions | <p>inability to write essays and compositions.</p> <p>inability to write an introduction and/or concluding statements and/or paragraphs.</p> <p>inability to write topic sentences or thesis statements.</p> <p>inability to use facts and details that support topics, topic sentences, or thesis.</p> <p>inability to write complete beginning, middle, and end.</p> <p>inability to use transitions.</p> | <p>limited ability to write essays and compositions.</p> <p>minimally developed introductory and concluding statements and/or paragraphs.</p> <p>minimal topic sentences and/or undeveloped thesis statements.</p> <p>minimal use of facts, details, and quotes that support topics, topic sentences, or thesis.</p> <p>minimal development of logical beginning, middle, and end.</p> <p>minimal use of transitions, they may be inappropriate or repetitive.</p> | <p>adequate essays and compositions.</p> <p>adequate introductory and concluding statements and/or paragraphs.</p> <p>adequate topic sentences and thesis statements.</p> <p>use of facts, details and quote that support topics, topic sentences, or thesis.</p> <p>adequate development of beginning, middle, and end.</p> <p>use of transitions that link ideas.</p> | <p>complete essays and compositions.</p> <p>engaging introductory statements and/or concluding paragraphs.</p> <p>insight into the topic and thesis.</p> <p>development and extension of the topic.</p> <p>well-developed thesis statements.</p> <p>use of convincing evidence and support.</p> <p>use of smooth transitions that add to coherency.</p> |
| <p>Write essays and compositions that use various organizational structures and stylistic devices.</p> | <p>inability to write essays that use various organizational structures and/or stylistic devices.</p> | <p>minimal ability to use various simple organizational and/or stylistic devices.</p> | <p>essays that use various organizational structures and/or stylistic devices.</p> | <p>essays that use various organizational structures and stylistic devices.</p> |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|--|---|---|---|---|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>6.8.2 Write multiple paragraph papers about experiences and/or events that are appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • character(s) • setting • plot • dialogue • figurative language • sensory details | <p>minimal ability to write narratives and/or descriptions.</p> <p>inability to produce plot direction.</p> <p>illogical sequencing.</p> <p>inability to write a complete, logical introduction and/or conclusion.</p> <p>lack of transitions.</p> <p>telling descriptors.</p> <p>minimal if any voice.</p> <p>incorrect use of dialogue, if present.</p> <p>undeveloped setting, characters, and plot.</p> <p>inability to use figurative language and/or sensory details.</p> | <p>minimal narratives and/or descriptions.</p> <p>incomplete plot and sequence.</p> <p>minimal real introduction and/or conclusion.</p> <p>inappropriate or incomplete conclusion.</p> <p>minimal or inappropriate transitions.</p> <p>use of more telling than showing descriptors.</p> <p>minimal connection with the reader because of weak voice.</p> <p>minimal use of dialogue.</p> <p>minimal development of setting, characters, and plot.</p> <p>minimal use of simple examples of figurative language and/or sensory details.</p> | <p>complete narratives and/or descriptions.</p> <p>complete plot and sequence.</p> <p>adequate introduction and conclusion.</p> <p>adequate use of transitions.</p> <p>showing details and telling descriptors to develop setting, characters, and plot.</p> <p>connection with reader through adequate voice</p> <p>appropriate dialogue.</p> <p>ability to development of setting, characters, and plot.</p> <p>ability to use figurative language and sensory detail to enhance storyline.</p> | <p>ability to write narratives and/or descriptions.</p> <p>complete plot and sequence which engages the reader.</p> <p>ability to write an introduction and conclusion.</p> <p>smooth transitions that create connections of ideas and details.</p> <p>vivid, relevant details.</p> <p>connection with reader through compelling voice.</p> <p>appropriate dialogue.</p> <p>thorough development of setting, characters, and plot.</p> <p>figurative language and sensory details that add to the appeal of the narrative or description.</p> |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|--|---|--|---|---|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 6.8.3 Write poetry. | <p>minimal ability to write poetry.</p> <p>inability to follow given models/formats.</p> <p>inability to use figurative language elements.</p> <p>inability to use word choice that creates a mood.</p> <p>inability to establish voice.</p> <p>inability to use rhythm or rhyme.</p> <p>inability to convey tone.</p> <p>minimal incorporation of the elements of poetry even with peer and/or teacher assistance.</p> | <p>minimal ability to write poetry.</p> <p>minimal ability to follow given models/formats.</p> <p>minimal use of figurative language.</p> <p>use of word choice that creates a mood, but choices may be too general or convey the wrong mood.</p> <p>minimal establishment of voice.</p> <p>minimal or inappropriate rhythm or rhyme.</p> <p>minimal or inappropriate tone.</p> <p>minimal incorporation of the elements of poetry even with peer and/or teacher assistance.</p> | <p>ability to write poetry.</p> <p>following given models/formats.</p> <p>use of figurative language.</p> <p>word choice that creates the appropriate mood.</p> <p>voice, but it is not sustained because word choice may be too general.</p> <p>use of rhythm or rhyme.</p> <p>appropriate tone for the subject.</p> <p>some independent incorporation of poetic elements.</p> | <p>insightful poetry.</p> <p>following and/or manipulating given models/formats.</p> <p>engaging figurative language.</p> <p>voice through specific word choice that is engaging and compelling.</p> <p>ability to manipulate rhythm or rhyme.</p> <p>engaging word choice that conveys the tone of the poem.</p> <p>ability to write poetry independently and indicate understanding of many elements of poetry.</p> |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|--|--|--|---|---|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 6.8.4 Write responses that make connections with other texts, experiences, or ideas. | minimal responses to literary selections. | minimal responses to literary texts based on complete understanding of the text. | adequate responses to literary texts. | complete responses to literary texts. |
| | inability to use supporting evidence, facts, and details from text. | minimal use of supporting evidence, facts, and details from text. | supporting evidence, facts, and details from text. | a position supported by textual evidence, facts, and details. |
| | inability to use quotations from text. | minimal or inappropriate use of quotes from text. | quotes from text that support ideas and details. | accurate and effective quotations. |
| | inability to understand text. | minimal understanding of text. | general understanding of text. | a thorough, insightful understanding of text. |
| | inability to include personal or background knowledge relevant to text. | responses rely upon personal experience or background knowledge that does not relate to the text. | adequate personal experience or background knowledge that are relevant to text. | insightful personal experience or background knowledge that are relevant to text. |
| Summarize information. | inability to summarize information from text and may copy rather than summarize. | summarization of information from text but inability to distinguish between relevant/irrelevant details. | adequate summarization of information from text. | summarization of information from text. |
| | inability to understand main ideas. | | understanding of main ideas. | understanding of main ideas. |
| | inability to distinguish between relevant and irrelevant details. | | distinction between relevant and irrelevant details. | distinction between relevant and irrelevant details. |
| With assistance , write literary analyses. | limited ability to minimally critique some very simple aspects of literature. | minimal understanding of literary analyses. | ability to write literary analyses. | ability to write literary analyses. |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|--|---|--|---|---|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 6.8.5 Write responses that make connections with other texts, experiences, or ideas. | <p>inability to write a response to expository text.</p> <p>inability to produce a topic sentence.</p> <p>use of random or inaccurate facts that do not support topic.</p> <p>inability to write responses that use general or specific details from expository text.</p> <p>inability to use paragraph format.</p> <p>inability to analyze the elements of exposition and their effects on text.</p> <p>misunderstanding of what should be contained in responses to expository text.</p> <p>inability to create connection with other texts, experiences, or ideas.</p> | <p>minimal responses to expository text.</p> <p>minimal development of a topic.</p> <p>minimal support for topic.</p> <p>minimal use of accurate facts and details from text but use of some sketchy ideas.</p> <p>minimal paragraph format.</p> <p>minimal responses that analyze the elements of exposition.</p> <p>simple understanding of other texts, experiences, or ideas, aided by peers and/or teacher.</p> | <p>adequate responses to expository text.</p> <p>development of a clear topic.</p> <p>use of accurate facts and general details to support text.</p> <p>use of relevant details from expository text.</p> <p>use of paragraph format.</p> <p>simple analyses of the elements of exposition and their effects on text.</p> <p>simple understanding of other texts, experiences, and ideas.</p> | <p>detailed, accurate responses using specific details from expository text.</p> <p>well-developed topic.</p> <p>use of facts and details that are relevant to and support the topic.</p> <p>independent understanding of expository text providing facts from the text to support opinions.</p> <p>cohesive responses to expository text.</p> <p>analyses of the elements of exposition and their effects on text.</p> <p>understanding of expository text supported by facts and opinions.</p> <p>understanding of other texts, experiences, and ideas.</p> |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|---|---|---|---|--|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| With assistance , write analyses of expository text that addresses effectiveness of the writing technique. | minimal analysis of some simple teacher identified aspects of expository text. | analysis of simple teacher identified elements of expository text. | analysis of expository text. | analyses of expository texts addressing effectiveness of writing technique. |
| 6.8.6 Write persuasive essays and compositions that include <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence • cause/effect structure • problem/solution structure • rhetorical strategies | <p>minimal persuasive essays or editorials, but work does not contain a thesis statement and/or supporting arguments.</p> <p>misunderstanding of the thesis as shown through inaccurate details, reasons, and examples which do not support the argument.</p> <p>inability to address reader concerns and/or counter arguments.</p> <p>position based on emotional response to the topic.</p> <p>misunderstanding of various organizational structures.</p> <p>inability to use persuasive or rhetorical strategies.</p> <p>no awareness of audience and purpose.</p> | <p>minimal persuasive essays or editorials that contain effective thesis statements and/or arguments.</p> <p>minimal understanding of arguments related to thesis sometimes using details, reasons, and examples which may support the argument.</p> <p>ineffective addressing of reader concerns and/or counter arguments.</p> <p>position based on emotional response to the topic.</p> <p>minimal use of various organizational structures.</p> <p>minimal use of persuasive or rhetorical strategies.</p> <p>inability to address audience and purpose.</p> | <p>adequate persuasive essays or editorials that state a thesis and organize supporting details, reasons, and examples.</p> <p>presentation of arguments related to the thesis using details, reasons, and examples that support the argument.</p> <p>appropriate address of reader concerns and/or counter arguments.</p> <p>simple but rational response to topic rather than emotional.</p> <p>use of various organizational structures.</p> <p>use of persuasive and rhetorical strategies.</p> <p>awareness of audience and purpose.</p> | <p>persuasive essays or editorials that fully develop arguments and acknowledge and refute counter-arguments.</p> <p>use of accurate details, reasons, and support for argument.</p> <p>appropriate, effective address of reader concerns and/or arguments.</p> <p>rational response to topic rather than emotional.</p> <p>use of various organizational structures.</p> <p>use of more difficult persuasive and rhetorical strategies.</p> <p>awareness of audience and purpose.</p> |
| Write persuasive essays appropriate to audience and purpose. | | | | |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|--|--|---|---|---|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 6.8.7 Write a variety of communications in appropriate formats. | <p>minimal ability to write friendly letters.</p> <p>inability to include information necessary for clear communication.</p> <p>inability to use a designated format.</p> <p>inability to organize and sequence.</p> <p>inability to address audience and purpose.</p> <p>inability to write business and professional letters using an established format.</p> <p>inability to write a variety of communications in various formats.</p> <p>inability to include graphs and/or charts when necessary.</p> | <p>adequate friendly letters.</p> <p>missing or extraneous information creating confusion in communication.</p> <p>minimal use of appropriate format.</p> <p>minimal organization and sequence.</p> <p>language not specific or inappropriate for format, audience, and/or purpose.</p> <p>minimal ability to construct business letters using an appropriate format.</p> <p>inaccurate or misleading construction of graphs and/or charts.</p> | <p>adequate friendly letters.</p> <p>use of information necessary for clear communication.</p> <p>use of an appropriate format.</p> <p>logical organization and sequence.</p> <p>adequate use of language specific for format, audience, and/or purpose.</p> <p>construction of other kinds of communication, including business letters as directed by teacher.</p> <p>use of graphs and charts, when appropriate.</p> | <p>complete friendly letters.</p> <p>use of information necessary for clear communication.</p> <p>use of an appropriate format.</p> <p>controlled, effective organization and sequence.</p> <p>language that is insightful, clear, and expressive that addresses format, audience, and purpose.</p> <p>independent, correct construction of variety of business communications.</p> <p>accurate, relevant graphs and charts of important information that visually enhance the content of the text.</p> |

Achievement Indicators for Writing
Grade 8

| Content Standard 6.0 (continued) | | | | |
|--|---|---|--|---|
| Students write a variety of texts to inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>6.8.9 Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating and collecting information from primary and secondary resources • recording information • paraphrasing and summarizing information • organizing collected information • documenting sources used | <p>inability to complete research papers.</p> <p>inability to narrow research topic.</p> <p>inability to use facts, opinions, or quotes that support topic, topic sentences, or thesis.</p> <p>inability to paraphrase and/or summarize details.</p> <p>inability to use primary and secondary sources.</p> <p>inability to organize information.</p> <p>inability to correctly use and document sources.</p> | <p>minimal incomplete research papers.</p> <p>narrowed topic but inclusion of some extraneous information.</p> <p>minimal use of facts, opinions, or quotes that support topic, topic sentences, or thesis.</p> <p>minimal paraphrasing and/or summarizing details.</p> <p>possible use of primary and secondary sources.</p> <p>minimal or confusing organization.</p> <p>incorrect use of and documentation of sources.</p> | <p>ability to write research papers.</p> <p>focused and narrowed topic.</p> <p>use of facts, opinions, or quotes that support topic, topic sentences, or thesis.</p> <p>use of paraphrased and summarized general details.</p> <p>use of some primary and secondary sources.</p> <p>adequate organization.</p> <p>accurate use, integration, and documentation of sources.</p> <p>understanding of plagiarism.</p> <p>use of credible sources.</p> | <p>well-developed research papers.</p> <p>focused and narrowed topic.</p> <p>use of facts, opinions, quotes, and details that enhance topic, topic sentences, or thesis.</p> <p>use of paraphrased and summarized details that enhance the topic.</p> <p>variety of primary and secondary sources.</p> <p>organization that enhances the thesis.</p> <p>accurately documented sources of information.</p> <p>understanding of plagiarism.</p> <p>evaluation of the validity and quality of sources.</p> |
| <p>Show understanding of the difference between original and plagiarized works.</p> | <p>lacks understanding of the difference between original and plagiarized works.</p> | <p>some understanding of plagiarism.</p> | <p>understanding of plagiarism.</p> | <p>understanding of plagiarism.</p> |
| <p>Evaluate credibility of resources.</p> | <p>use of sources that are not credible.</p> | <p>use of one or more sources that may not be credible.</p> | <p>use of credible sources.</p> | <p>evaluation of the validity and quality of sources.</p> |

Achievement Indicators for Listening and Speaking
Grade 8

| Listening and Speaking Achievement Indicators Grade 8 | | | | |
|--|---|--|---|--|
| Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>7.8.1 Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone • persuasive techniques <p>Listen for and distinguish fact from opinion.</p> | <p>inability to gain information from listening.</p> <p>ability to listen to a variety of media to be entertained.</p> <p>limited ability to understand the intent of the entertainment.</p> <p>limited ability to understand single or multi-step directions.</p> <p>inability to identify the main idea, purpose, messages, and persuasive techniques.</p> <p>limited ability to identify mood and tone, but may not distinguish between the two.</p> <p>inability to distinguish between fact and opinion.</p> | <p>limited ability to gain information.</p> <p>ability to listen to a variety of media to be entertained (e.g., audio tapes, speakers, television, radio).</p> <p>limited ability to understand and follow single or multi-step directions.</p> <p>limited ability to listen and identify main idea, mood, purpose, messages, tone, and persuasive techniques.</p> <p>limited ability to distinguish between fact and opinion.</p> | <p>ability to gain information, be entertained, and understand directions.</p> <p>ability to listen and identify main idea, mood, purpose, messages, tone, and persuasive techniques.</p> <p>ability to distinguish between fact and opinion.</p> | <p>ability to synthesize information, be entertained.</p> <p>ability to recall directions and understand the content.</p> <p>ability to listen and analyze main idea, mood, purpose, messages, tone, and persuasive techniques.</p> <p>ability to distinguish between fact and opinion in order to form and support their own opinions.</p> |

Achievement Indicators for Listening and Speaking
Grade 8

| Content Standard 7.0 (continued) | | | | |
|--|---|---|---|---|
| Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Listen for and summarize ideas and supporting details. | limited ability to articulate main ideas and supporting details. | limited ability to summarize verbal information. limited ability to articulate main ideas and supporting details. | ability to summarize main ideas and supporting details. | ability to summarize main ideas and supporting details. |
| Listen for and evaluate the effect of the speaker's attitude on audience. | inability to articulate the effects of the speaker's attitude on the audience. | limited ability to articulate the effect of the speaker's attitude on the audience. ability to recognize the speaker's attitude. | ability to evaluate the effect of the speaker's attitude on audience. | ability to determine the speaker's bias and evaluate its effect on the audience and themselves. |
| 7.8.2 Listen to and evaluate oral communications for <ul style="list-style-type: none"> • content • delivery • point of view • ideas • purpose • value Listen for and evaluate the use of public speaking techniques. | limited ability to listen to and evaluate oral communications for content, delivery, ideas, purpose. inability to listen to and evaluate oral communications for point of view, and value. inability to evaluate the use of public speaking techniques. | ability to listen to and evaluate oral communications for content, delivery, ideas, purpose. limited ability to listen to and evaluate oral communications for point of view, and value. | ability to listen and evaluate oral communications for content, delivery, point of view, ideas, purpose, and value. ability to listen for and evaluate the use of public speaking techniques (e.g., tone of voice, intonation, body language). | ability to evaluate and assimilate oral communication and articulate application to their personal life. ability to listen for and evaluate the effectiveness of public speaking techniques and the effectiveness of the techniques. |

Achievement Indicators for Listening and Speaking
Grade 8

| Content Standard 7.0 (continued) | | | | |
|--|--|--|--|--|
| Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Listen to and evaluate the logic of a speaker's argument(s). | inability to identify the logic of a speaker's argument (s). | limited ability to evaluate the use of public speaking techniques. limited ability to recognize and evaluate the logic of a speaker's argument (s). | ability to listen to and evaluate the logic of a speaker's argument (s). | ability to listen, evaluate, and explain the logic behind the speaker's argument (s). |
| Listen to and provide constructive feedback on oral communications. | inability to provide constructive feedback on oral communications. | limited ability to provide constructive feedback on oral communications. | ability to listen and provide constructive feedback on oral communications. | ability to listen to and critique oral communication to provide constructive feedback. |
| 7.8.3 Expand vocabulary through listening. | inability to expand vocabulary through listening. | limited ability to expand vocabulary through listening. | ability to expand vocabulary through listening. | ability to expand vocabulary through listening. |
| 7.8.4 Listen for and identify dialect and slang. | inability to identify the purpose of slang. inability to identify the purpose of dialect. | limited ability to identify the purpose of slang. limited ability to identify the purpose of dialect. | ability to identify the purpose of slang. ability to identify the purpose of dialect. | ability to explain the purpose of slang. ability to explain the purpose of dialect. |
| Listen for and identify the use of formal and informal language. | inability to listen for and identify the use of formal language. inability to listen for and identify the use of informal language. | limited ability to listen for and identify the use of formal language. limited ability to listen for and identify the use of informal language. | ability to listen for and identify the use of formal language. ability to listen for and identify the use of informal language. | ability to listen for and explain the use of formal language. ability to listen for and explain the use of informal language. |
| Listen for and distinguish between social and academic language. | limited ability to identify social language. limited ability to identify academic language. | limited ability to listen for and distinguish between social and academic language. | ability to listen for and distinguish between social and academic language. | ability to listen for and explain the difference between the social and academic language. |

Achievement Indicators for Listening and Speaking
Grade 8

| Content Standard 7.0 (continued) | | | | |
|--|---|---|---|---|
| Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 7.8.5 Actively listen to oral communications. | ability to listen to oral communication. | limited ability to process information through actively listening. | ability to demonstrate active listening skills. | ability to demonstrate active listening skills and reflect thoughtfully while listening. |
| Listen to and participate in conversations. | inability to process information. ability to listen to conversations. | limited ability to listen to and participate in conversation. | ability to listen to and participate in conversation. | ability to listen and participate appropriately in conversations. |
| Listen to and evaluate constructive feedback. | inability to participate in conversation. | | | |
| Provide constructive feedback. | limited ability to listen to constructive feedback from others in a group discussion. inability to provide constructive feedback to others during group discussions. | limited ability to listen to and evaluate constructive feedback from others in a group discussion. limited ability to give constructive feedback to others during a group discussion. | ability to listen to and evaluate constructive feedback from others during discussion. ability to give constructive feedback to others during group discussions. | ability to evaluate and incorporate constructive feedback from others during discussions. ability to provide effective constructive feedback to others during group discussion. |
| Focus attention to solve problems by identifying, synthesizing, and evaluating data. | limited ability to focus attention to solve problems by identifying data. inability to focus attention to solve problems by synthesizing data. inability to focus attention to solve problems by evaluating data. | ability to focus attention to solve problems by identifying data. limited ability to focus attention to solve problems by synthesizing data. limited ability to focus attention to solve problems by evaluating data. | ability to focus attention to solve problems by identifying data. ability to focus attention to solve problems by synthesizing data. ability to focus attention to solve problems by evaluating data. | ability to focus attention to solve problems by identifying data. ability to focus attention to solve problems by synthesizing data. ability to focus attention to solve problems by evaluating data. |

Achievement Indicators for Listening and Speaking
Grade 8

| Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position. | | | | |
|--|--|--|--|--|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| 8.8.1 Give directions to complete tasks or procedures with a focus on <ul style="list-style-type: none"> • clarity • technical vocabulary Ask questions to clarify directions. | inability to give clear and technically correct directions. inability to ask questions to clarify directions. inability to ask focused questions to clarify directions. | limited ability to give clear and technically correct directions. limited ability to ask questions to clarify directions. | ability to give directions to complete a tasks or procedures with clarity and technical vocabulary. ability to ask questions to clarify directions. | ability to give directions to complete a tasks or procedures with clarity and technical vocabulary. ability to ask pertinent questions for clarification in directions. |
| 8.8.2 Use precise language to describe and elicit <ul style="list-style-type: none"> • feelings • experiences • observations • ideas Apply Standard English to communicate ideas. | limited ability to describe feelings, experiences, observations, and ideas. inability to elicit responses from others. inability ability to apply standard English to communicate ideas. | limited ability to describe feelings, experiences, observations, and ideas. limited ability to effectively elicit responses from others. limited ability to apply standard English to communicate ideas. | ability to use precise language to describe and elicit feelings, experiences, observations, and ideas (e.g., figurative language, imagery, word choice, voice, tone, similes, metaphors). ability to apply standard English to communicate ideas. | ability to manipulate language to clearly describe and elicit feelings, experiences, observations, and ideas. ability to apply standard English to communicate ideas. |

Achievement Indicators for Listening and Speaking
Grade 8

| Content Standard 8.0 (continued) | | | | |
|---|--|---|--|---|
| Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position. | | | | |
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| <p>8.8.3 Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose <p>Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids <p>Communicate statements that express an opinion.</p> | <p>inability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expression, audience, purpose.</p> <p>inability to communicate information by maintaining a clear focus or following a logical sequence.</p> <p>limited ability to communicate information by illustrating information with media aids.</p> <p>inability to effectively communicate statements that express an opinion.</p> | <p>limited ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expression, audience, purpose.</p> <p>limited ability to communicate information by maintaining a clear focus, following a logical sequence, or by illustrating information with media aids.</p> <p>limited ability to effectively communicate statements that express an opinion.</p> | <p>ability to use public speaking techniques to deliver presentations with appropriate prosody, volume, eye contact, enunciation, posture, expression, audience, purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence, and by illustrating information with media aids.</p> <p>ability to effectively communicate statements that express an opinion.</p> | <p>ability to use public speaking techniques to enhance presentation with appropriate prosody, volume, eye contact, enunciation, posture, expressions, audience, purpose.</p> <p>ability to communicate information by maintaining a clear focus, following a logical sequence, and illustrating information with media aids.</p> <p>ability to use precise language effectively to communicate ideas and statements that express an opinion.</p> <p>ability to use specific details to support that opinion.</p> |

Achievement Indicators for Listening and Speaking
Grade 8

| Content Standard 8.0 (continued) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position. | | | | |
|--|---|--|--|---|
| Content Standard Indicator | Work at the Emergent/Developing level may indicate... | Work at the Approaches level may indicate... | Work at the Meets level demonstrates... | Work at the Exceeds level demonstrates... |
| Defend a position applying logic and citing evidence. | inability to apply logic to defend a position. limited ability to cite evidence to defend a position. | limited ability to defend a position applying logic and citing evidence. | ability to defend a position applying logic and citing evidence. | ability to defend a position applying logic and citing evidence from a variety of sources. ability to refute another position. |
| 8.8.4 Provide constructive feedback using established criteria. Respond to questions with specific evidence in support of an opinion. Ask relevant questions to generate possible solutions to a problem. Take a leadership role in conversations and discussions. Distinguish between relevant and irrelevant information. Negotiate to arrive at consensus by proposing and examining possible options. | inability to provide constructive feedback using a set of established criteria. inability to respond consistently to questions with specific evidence in support of an opinion. inability to ask relevant questions to generate possible solutions to a problem. inability to take a leadership role in conversations and discussions. inability to distinguish between relevant and irrelevant information. inability to arrive at consensus by proposing and examining possible options. | limited ability to provide constructive feedback using established criteria. limited ability to respond to questions with specific evidence in support of an opinion. limited ability to ask relevant questions to generate possible solutions to a problem. limited ability to take a leadership role in conversations and discussions. limited ability to distinguish relevant and irrelevant information. limited ability to negotiate to arrive at consensus by proposing and examining possible options. | ability to provide constructive feedback using established criteria. ability to respond to questions with specific evidence in support of an opinion. ability to ask relevant questions to generate possible solutions to a problem. ability to take a leadership role in conversations and discussions. ability to distinguish between relevant and irrelevant information. ability to negotiate to arrive at consensus by proposing and examining possible options. | ability to provided constructive feedback using established criteria. ability to respond to questions with insightful evidence and support of an opinion. ability to ask various levels of relevant questions to possible solutions to a problem. ability to take a leadership role in conversation and discussion. ability to distinguish between relevant and irrelevant information. ability to facilitate discussion to assist in arriving at a consensus by proposing and examining possible options. |