



Assessment Development Guide

Educator Resource

English Language Arts: Grade 8

This document is intended to describe how the Kansas assessments align to the Kansas standards. It illustrates how standards, evidence statements, performance level descriptors (PLDs), and depth of knowledge influence the Kansas summative assessment.

The content standards serve as the foundation of the assessment. These standards are grouped into clusters, and the assessment mirrors these same groupings. By assessing at the cluster level, it is possible to highlight student mastery of the connected material contained in the standards. Emphasis on particular clusters captures the focus, coherence, and rigor of the standards. These content emphases guide the development of each assessment.

Suggested Uses

Educators can use this document to

- better understand the standards and the assessment.
- understand what is expected of students in order to achieve performance level 3.
- check the alignment of curriculum and learning activities.
- ensure that long-range instructional plans match the major emphases of the standards.
- apply standards at the level of rigor necessary to allow students to demonstrate success or mastery within a balanced assessment system.
- develop learning goals.
- build a greater understanding of student, grade-level, school, and district results and plan for future learning activities accordingly.
- provide professional development opportunities within a school or district, and for vertical team planning, grade-level planning, and professional learning communities.

Evidence Statements

Evidence statements are derived from the content standards and describe the knowledge and skills that an assessment item or task elicits from students.

Evidence statements are also designed to provide guidance for teachers in creating classroom learning opportunities that align with the expectations of the standards. Evidence statements

should not be used as a checklist of student understanding, nor should they be used to limit instructional practices.

Performance Level Descriptors

To help educators and parents understand students' performance at each level, PLDs are available for each test. PLDs define the knowledge, skills, and processes that students likely demonstrate at different levels of proficiency within the reporting categories (1, 2, 3, 4). PLDs are not inclusive: they do not describe all possible skills students could demonstrate at each of the levels. PLDs should not be viewed as checklists of what students should know or be able to do.

These PLDs appear on Individual Student Reports and describe student performance on the assessment.

Level 1: A student at Level 1 shows a *limited* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Level 2: A student at Level 2 shows a *basic* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Level 3: A student at Level 3 shows an *effective* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Level 4: A student at Level 4 shows an *excellent* ability to understand and use the skills and knowledge needed for post-secondary readiness.

Detailed descriptions of performance levels for grade 8 ELA are contained within this document.

Depth of Knowledge

The Kansas Assessment Program (KAP) uses Webb's depth of knowledge (DOK) framework to classify each assessment item based on the level of cognitive demand required by students. The four DOK levels **do not** directly correspond to the four performance levels of the KAP summative assessments.

DOK is a measure of cognitive complexity, not a measure of difficulty. Item difficulty is determined by the percentage of students who correctly respond to an item. It is possible for a DOK 2 item to be very difficult and for a DOK 3 item to be relatively easy.

Items within an assessment include a range of DOK levels and correspond to the levels of cognitive complexity required by the content standards. There are four DOK levels, as outlined below.

- Level 1** Recall and Reproduction: Recall a fact, term, definition, principle, or concept; perform a simple procedure.
- Level 2** Basic Application of Skills and Concepts: Apply conceptual knowledge; use provided information to select appropriate procedures for a task; perform two or more steps with decision points along the way; solve routine problems; organize or display data; interpret or use simple graphs.
- Level 3** Strategic Thinking: Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex, or nonroutine problems; interpret information and provide justification when more than one approach is possible.
- Level 4** Extended Thinking: Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources.

Test Content Summary

The test summary provides general information related to the emphasis placed on certain domains and clusters within the assessment.

KAP ELA assessments focus on two overarching domains: Writing and Reading. The latter is further divided into the reading of literary and informational texts.

Writing: Students can produce effective writing for a range of purposes and audiences.

Items assessing Writing may be drawn from both clusters below.

Text Types & Purposes

Language in Writing

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Items assessing Reading may be drawn from any of the clusters below.

Key Ideas & Definitions

Craft & Structure

Language in Reading

Integration of Knowledge & Ideas

Table 1 summarizes the content of the KAP ELA assessments (effective with spring 2020 administration).

TABLE 1. Grade 8 ELA Test Summary

Writing	Percentage of Assessment	Depth of Knowledge
Text Types & Purpose	35%–40%	2
Language in Writing		
Reading: Literary	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		
Reading: Informational	Percentage of Assessment	Depth of Knowledge
Key Ideas & Details	30%–35%	2, 3
Craft & Structure		
Language in Reading		
Integration of Knowledge & Ideas		

The remaining pages of this document are organized by cluster. Evidence statements and PLDs are shown below each cluster.

Text Types & Purposes**Cluster**

Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard

W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

Evidence Statements

1. The student will use provided information to organize and support an opinion or argument by
 - a. clearly stating an opinion on a given topic;
 - b. organizing supporting evidence/reasons to build a logical argument;
 - c. acknowledging alternate or opposing viewpoints;
 - d. using transition words and phrases for coherence, clarifying relationships between claim and reasons;
 - e. establishing and maintaining a formal style; and
 - f. developing an appropriate conclusion related to the opinion presented.
2. The student will revise an opinion or argument by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting evidence/reasons,
 - c. acknowledging alternate or opposing viewpoints,
 - d. deleting irrelevant evidence/reasons,
 - e. using a style and tone appropriate to the purpose/audience, and
 - f. identifying missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing reasons and evidence into logical groups to support claims; • acknowledging alternate or opposing viewpoints; • using transition words and phrases to connect opinions to evidences or reasons; • establishing an appropriate tone; or • providing an appropriate conclusion that supports the stated opinion. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing reasons and evidence into logical groups to support claims; • acknowledging alternate or opposing viewpoints; • using transition words and phrases to connect opinions to evidences or reasons; • establishing and maintaining an appropriate tone; • providing an appropriate conclusion that supports the stated opinion; and/or • deleting irrelevant reasons and evidence that do not support the stated opinion, when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise arguments by identifying improved organizational elements, such as stating an opinion about a given topic; • organizing reasons and evidence into logical groups to support claims; • acknowledging alternate or opposing viewpoints; • using transition words and phrases to connect opinions to evidences or reasons; • establishing and maintaining an appropriate tone; • providing an appropriate conclusion that supports the stated opinion; and/or • deleting irrelevant reasons and evidence that do not support the stated opinion, when revising.

Text Types & Purposes**Cluster**

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

W.8.2**Standard**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Evidence Statements

1. The student will use provided information to organize and support an informational or explanatory texts by
 - a. clearly stating a main idea;
 - b. previewing what is to follow;
 - c. strategically organizing ideas/concepts;
 - d. using supporting, concrete details to develop the main idea;
 - e. using appropriate transitions for coherence, clarifying relationships between claim and reasons;
 - f. establishing and maintaining a formal style; and
 - g. developing an appropriate conclusion related to the information or explanation presented.
2. The student will revise an informational or explanatory texts by
 - a. identifying a missing or weak introduction and conclusion,
 - b. identifying an improved organization or supporting details,
 - c. deleting details that do not support the text's main idea,
 - d. using precise language,
 - e. using a style and tone appropriate to the purpose/audience, and
 - f. identifying a missing or weak transition words and phrases.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • previewing what is to follow; • strategically organizing ideas and/or concepts; • using supporting details to develop main idea; • using appropriate transition words and phrases to connect ideas; • establishing a formal tone; or • including an appropriate conclusion related to the information or explanation presented. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • previewing what is to follow; • strategically organizing ideas and concepts; • using supporting, concrete details to develop main idea; • using appropriate transition words and phrases to connect ideas; • establishing and maintaining a formal tone; • including an appropriate conclusion related to the information or explanation presented; and/or • using precise language and/or deleting details that do not support the stated main idea, when editing. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise informational or explanatory texts by identifying improved organizational elements, such as stating a main idea; • previewing what is to follow; • strategically organizing ideas and concepts; • using supporting, concrete details to develop main idea; • using appropriate transition words and phrases to connect ideas; • establishing and maintaining a formal tone; • including an appropriate conclusion related to the information or explanation presented; and/or • using precise language and/or deleting details that do not support the stated main idea, when editing.

Text Types and Purposes**Cluster**

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

W.8.3**Standard**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Evidence Statements

1. The student will use provided information to organize a narrative that engages and orients the reader by
 - a. clearly establishing a situation and/or setting and/or point of view,
 - b. introducing a narrator or character(s),
 - c. logically organizing the narrative's sequence of events,
 - d. using dialogue and descriptions to develop the story,
 - e. using transitional words to manage the sequence of events and clarify relationships between actions in a text,
 - f. using precise concrete words and sensory details, and
 - g. developing an appropriate closure that follows from the narrative.
2. The student will revise a narrative by
 - a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s) and/or a point of view;
 - b. identifying an improved organization, dialogue, and/or description;
 - c. deleting details that are inconsistent with the rest of the narrative;
 - d. using precise concrete words and sensory details; and
 - e. identifying a missing or weak conclusion.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator or character(s); • organizing the narrative with a sequence of events that unfolds naturally; • using transitional words or phrases to manage the sequence of events; • using precise language; or • providing an appropriate resolution. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and/or character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details or dialogue to develop the story; • using transitional words and phrases to manage the sequence of events; • using precise, concrete language and sensory details; • providing an appropriate resolution that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using information provided in a stimulus to develop, organize, and revise narratives that engage and orient the reader by establishing a situation; • introducing a narrator and character(s); • organizing a narrative with a sequence of events that unfolds naturally; • using details and dialogue to develop the story; • using transitional words or phrases to manage the sequence of events; • using concrete language and sensory details; • providing an appropriate resolution that follows logically from the narrative; and/or • removing details that are inconsistent with the narrative, when revising.

Language in Writing

Cluster Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

W.8.10

Demonstrate command or and use knowledge of the conventions of standard English grammar and usage when writing.

Standards

W.8.11

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Evidence Statements		
New-to-grade conventions	Conventions assessed across relevant grades	Carry-over skills from previous two grades
<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> verbs in the active voice, verbs in the passive voice, verbs in the conditional mood, verbs in the subjunctive mood, verbs in the indicative mood, verbs in the imperative mood, verbs in the interrogative mood, verbals (gerunds, participles, infinitives), and inappropriate shifts in verb voice and mood. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> subject-verb agreement, pronoun-antecedent agreement, complete sentences and recognizing inappropriate sentence fragments, run-ons sentences, frequently confused words (<i>to/too/two, there/their</i>), choose punctuation for effect, inappropriate shifts in verb tense, varying sentence patterns, inappropriate shifts in pronoun number and person, vague, ambiguous, or unclear pronoun references, misplaced modifiers, and dangling modifiers. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 7</u></p> <ol style="list-style-type: none"> phrases and clauses and sentence type to signal relationships between ideas. <p style="text-align: center;"><u>Grade 6</u></p> <ol style="list-style-type: none"> subjective pronouns, objective pronouns, possessive pronouns, and intensive pronouns.



<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. commas to indicate a pause or break, 2. ellipses to indicate a pause, break, or omission, and 3. dashes to indicate a pause or break. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 1. word(s) or phrase(s) to precisely convey ideas, 2. punctuation to separate items in a series, 3. commas to set off nonrestrictive or parenthetical elements, 4. parentheses to set off nonrestrictive or parenthetical elements, and 5. dashes to set off nonrestrictive or parenthetical elements. 	<p>The student will identify, use, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;"><u>Grade 7</u></p> <ol style="list-style-type: none"> 1. commas separating coordinate adjectives.
Performance Level Descriptors (PLDs)		
<p>All Levels</p> <p>Students can apply and edit some grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/ informational, and argumentative texts.</p> <p>Conventions at this grade and level of proficiency include refining use and/or correction of</p> <ul style="list-style-type: none"> • active and passive voice and indicative, imperative, interrogative, conditional, and subjunctive mood in verbs, • verbals (gerunds, participles, infinitives), • inappropriate shifts in verb voice and mood, • commas, ellipses, and dashes to indicate a pause or break and use of ellipses to indicate an omission, • spelling of grade-appropriate words, and • may also include conventions from the previous two grades. 		



Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RL.8.1

Standard Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying textual evidence to support a given analysis and/or inference based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> citing textual evidence to support a given analysis and inference based on the text and/or identifying and comparing which evidence most strongly supports a given analysis. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> citing textual evidence to support a given analysis and inference based on the text and/or analyzing which evidence most strongly supports a given analysis.



Cluster **Key Ideas & Details**

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

RL.8.2

Standard

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Evidence Statement		
<ol style="list-style-type: none"> 1. The student will determine or summarize a theme or central idea and its development throughout the text. 2. The student will explain the relationship between a theme or central idea of a text and the character(s), setting(s), and plot. 3. The student will objectively summarize the text. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying a theme or central idea presented in a text, • identifying how the stated theme or central idea develops over the course of the text, • identifying the relationship between the theme or central idea and a literary element (e.g., characters, setting, plot), or • recounting the text without adding personal opinions or judgments. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • summarizing a theme or central idea presented in a text, • summarizing how the stated theme or central idea develops over the course of the text, • summarizing the relationship between the theme or central idea and literary elements (e.g., characters, setting, plot), and/or • summarizing the text without adding personal opinions or judgments. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing a theme or central idea presented in a text, • analyzing how the stated theme or central idea develops over the course of the text, • analyzing the relationship between the theme or central idea and literary elements (e.g., characters, setting, plot), and/or • summarizing the text without adding personal opinions or judgments.



Key Ideas & Details

Cluster Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

RL.8.3

Standard Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Evidence Statement		
1. The student will analyze how dialogue and/or events propel a text’s plot and affect the characters.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying examples within a text where specific dialogue or incidents affect specific literary elements (e.g., plot, character actions or interactions). 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing how specific dialogue or incidents within a text affect specific literary elements (e.g., plot, character actions or interactions). 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing how specific dialogue or incidents within a text affect specific literary elements (e.g., plot, character actions or interactions).



Craft & Structure

Cluster Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

RL.8.4

Standard Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the meaning of figurative language. 3. The student will analyze the impact of word choices on a text, including analogies or allusions to other texts. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, or • identifying the impact of specific word choices on a text, including analogies or allusions. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific words in a text, • determining the intended meaning of figurative language, and/or • summarizing the impact of specific word choices on a text, including analogies or allusions. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, • interpreting the intended meaning of figurative language, and/or • analyzing the impact of specific word choices on a text, including analogies or allusions.



Craft & Structure

Cluster Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

RL.8.5

Standard Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Evidence Statement		
1. The student will analyze how the structures in two or more texts. 2. The student will analyze how each text's structure contributes to its meaning and style.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the overall structure of two different texts or identifying how structure contributes to the text's meaning or style. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> comparing and contrasting the overall structure of two or more different texts and/or explaining how structure contributes to the text's meaning or style. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the overall structure of two or more different texts and/or analyzing how those structures contribute to each text's meaning or style.



Craft & Structure

Cluster Identify or explain point of view, author’s message, or author’s purpose and the impact of these elements on a text and on reader interaction with a text.

RL.8.6

Standard Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Evidence Statement		
1. The student will analyze how variations in the points of view of the text’s characters and reader create effects (e.g., humor, suspense).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the point(s) of view present in a text or identifying the point(s) of view of the characters and the reader differ. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> summarizing the point(s) of view present in a text and/or assessing how the differing point(s) of view of the characters in a text and the reader create effects (e.g., humor, suspense). 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing how the differing point(s) of view of the characters in a text and the reader create effects (e.g., humor, suspense).



Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RL.8.11

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 8 reading and content*, choosing flexibly from a range of strategies.

Standards**RL.8.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues;
 - b. using common Greek and Latin affixes and/or roots; and
 - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. interpreting figurative language in context,
 - b. using word relationships to better understand each word, and
 - c. identifying the connotative meaning of words with similar denotations.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • identifying figurative language used in context, • identifying affixes used in a text, • distinguish between meanings of a multi-meaning word, or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • determining the meaning of figurative language used in context, • interpreting the meaning of affixes or root words used in a text, • identifying relationship(s) between words • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • analyzing context to determine the meaning of figurative language used in a text, • interpreting the meaning of affixes and root words used in a text, • interpreting relationship(s) between words • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text.



Key Ideas & Details

Cluster Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

RI.8.1

Standard Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on the text.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying textual evidence to support a given analysis and/or inference based on the text. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> citing textual evidence to support a given analysis and inference based on the text and/or identifying and comparing which evidence most strongly supports a given analysis. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> citing textual evidence to support a given analysis and inference based on the text and analyzing which evidence most strongly supports a given analysis.



Cluster	Key Ideas & Details Identify or summarize central ideas, key events, or procedures and details that support them.
Standard	RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine or summarize a central idea and its development throughout the text. 2. The student will explain the relationship between the central idea of the text and the provided supporting ideas. 3. The student will objectively summarize the text. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying the central idea presented in a text, • identifying how the stated central idea develops over the course of the text, • identifying the relationship between the central idea and the supporting ideas, or • recounting the text without adding personal opinions or judgments. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • summarizing the central idea presented in a text, • summarizing how the stated central idea develops over the course of the text, • summarizing the relationship between the central idea and the supporting ideas, and/or • summarizing the text without adding personal opinions or judgments. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing the central idea presented in a text, • analyzing how the stated central idea develops over the course of the text, • analyzing the relationship between the central idea and the supporting ideas, and/or • summarizing the text without adding personal opinions or judgments.

Cluster **Key Ideas & Details**
 Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

RI.8.3

Standard Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Evidence Statement		
1. The student will analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying how a text makes connections among individuals, ideas, or events or identifying how a text makes distinctions between individuals, ideas, or events. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> explaining how a text makes connections among individuals, ideas, or events and/or explaining how a text makes distinctions between individuals, ideas, or events. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing how a text makes connections among individuals, ideas, or events and/or analyzing how a text makes distinctions between individuals, ideas, or events.

Craft & Structure

Cluster

Determine intended meanings of words, including academic/tier 2 and domain-specific/tier 3 words, and the impact of the author’s word choice and use of figurative language, with primary focus on the academic/tier 2 vocabulary common to complex texts in all disciplines.

RI.8.4

Standard

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will determine the meaning of words and phrases as they are used in an informational text. 2. The student will determine the figurative, connotative, and technical meanings of words or phrases. 3. The student will analyze the impact of word choice on a text, including analogies or allusions to other texts. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of common/tier 1 words and academic/tier 2 words in a text, • identifying figurative language used in a text, • identifying connotative or technical meanings used in a text, or • identifying the impact of specific word choices on a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, • determining the intended figurative, connotative, or technical meanings of a word or phrase, and/or • summarizing the impact of specific word choices on a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • determining the intended meaning of a word based on explicit context in a text, • determining the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, • interpreting the intended figurative, connotative, and technical meanings of a word or phrase, and/or • analyzing the impact of specific word choices on a text.



Cluster **Craft & Structure**
 Relate knowledge of text structures or text features (e.g., bold text, headings) to obtain, interpret, or explain information.

RI.8.5

Standard Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Evidence Statement		
1. The student will analyze paragraphs within a text and how the sentences develop and/or refine the main idea.		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
Students at level 2 may demonstrate skills such as <ul style="list-style-type: none"> identifying the structure used within a specific paragraph or identifying the role of specific sentences in developing a key concept. 	Students at level 3 may demonstrate skills such as <ul style="list-style-type: none"> explaining the structure used within a specific paragraph and/or explaining the role of specific sentences in developing and/or refining a key concept. 	Students at level 4 may demonstrate skills such as <ul style="list-style-type: none"> analyzing the structure used within a specific paragraph and/or analyzing the role of specific sentences in developing and refining a key concept.

Craft & Structure

Cluster Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

RI.8.6

Standard Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Evidence Statements

1. The student will identify the author’s point of view and purpose in a text.
2. The student will analyze how the author acknowledges and responds to opposing viewpoints and/or evidence.

Performance Level Descriptors (PLDs)

Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying the author’s purpose or point of view in a text or • identifying instances in the text when the author acknowledges opposing evidence or viewpoints. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • explaining the author’s purpose or point of view in a text and/or • summarizing instances in the text when the author acknowledges or responds to opposing evidence or viewpoints. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing the author’s purpose or point of view in a text and/or • analyzing instances in the text when the author acknowledges and responds to opposing evidence or viewpoints.



Cluster **Integration of Knowledge & Ideas**

Determine the structure and logic of the author’s argument using claims supported by evidence.

RI.8.8

Standard Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Evidence Statements		
<ol style="list-style-type: none"> 1. The student will analyze a text’s arguments and claims. 2. The student will distinguish between sound and unsound reasoning. 3. The student will evaluate if the reasoning and evidence in a text is relevant and sufficient to support the claims. 		
Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • identifying the argument(s) or claim(s) in a text or • identifying evidence used to support the argument(s) or claim(s). 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • summarizing the argument(s) and claim(s) throughout a text, • determining if the evidence used in a text is relevant to the claim and/or if it sufficiently supports the claim, and/or • identifying irrelevant evidence. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • analyzing the argument(s) and claim(s) throughout a text, • evaluating and analyzing if the evidence used in a text is relevant to the claim and/or if it sufficiently supports the claim, and/or • identifying and removing irrelevant evidence.



Language in Reading**Cluster**

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

RI.8.11

Determine or clarify the meaning of unknown and multi-meaning words and phrases *based on grade 8 reading and content*, choosing flexibly from a range of strategies.

Standards**RI.8.12**

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Evidence Statements

1. The student will determine the meaning of an unknown word or phrase by
 - a. using context clues;
 - b. using common Greek and Latin affixes and/or roots; and
 - c. using reference materials to determine, clarify, and/or verify meaning.
2. The student will demonstrate understanding of word relationships and nuances in meaning by
 - a. interpreting figurative language in context,
 - b. using word relationships to better understand each word, and
 - c. identifying the connotative meaning of words with similar denotations.

Performance Level Descriptors (PLDs)		
Level 2	Level 3	Level 4
<p>Students at level 2 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • identifying figurative language used in context, • identifying affixes used in a text, • distinguishing between meanings of a multi-meaning word, or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 3 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • determining the meaning of figurative language used in context, • interpreting the meaning of affixes or root words used in a text, • identifying relationship(s) between words • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text. 	<p>Students at level 4 may demonstrate skills such as</p> <ul style="list-style-type: none"> • using context clues to determine the meaning of unknown words or phrases, • analyzing context to determine the meaning of figurative language used in a text, • analyzing the meaning of affixes and root words used in a text, • interpreting relationship(s) between words • distinguishing between meanings of a multi-meaning word, and/or • using resources to determine the correct meaning of an unknown word in a text.

