



URBANDALE
COMMUNITY SCHOOL DISTRICT

8 Grade ELA

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. There are frequently more than one proficiency scale that aligns and informs the overall level of proficiency for a learning requirement. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (proficiency level) for a learning requirement is determined by using each individual proficiency scale that is nested within a learning requirement. For example, a learning requirement may have three proficiency scales for each component within a learning requirement. Each proficiency scale informs the final score as seen in the example below.

Learning Requirement	Proficiency Scale
I can analyze text organization and structure	Analyze text organization
	Analyze text structure
	Analyze author's choices

Teachers should use the proficiency scales nested under a learning requirement to assess pieces of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity should be tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and/or review the evidence for level 2.0 or 4.0.

In the example below, the student has received scores for each proficiency scale nested within the learning requirement. The final score on the learning requirement is determined by the lowest score amongst the proficiency scales as shown below. If a letter grade is determined, each final score for a learning requirement is equivalent to a score of 0-100. Each of those scores are then averaged to generate a letter grade using the traditional grading scale.

Learning Requirement	Final Score	Proficiency Scale	Final Score
I can analyze text organization and structure	2.0	Analyze text organization	3.0
		Analyze text structure	3.0
		Analyze author's choices	2.0

A learning requirement should only be reported out on when there is evidence for each proficiency scale nested within the learning requirement. In the example above, if evidence had not been collected for solving division problems the learning requirement would not be reported out on the progress report.

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.

Deeper level of application of learning requirement related to grade level standard.

Grade level understanding and application of standard.

Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.

Learning Requirement: I can analyze text organization and structure.		
Prioritized Standard: RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how the organization of a text supports the text's theme or main idea. (RI.6.5 & RL.6.5)	For example, evaluate how the structure of Robert Frost's "The Road Not Taken" develops the themes within the poem
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how each major section of a text contributes to the overall organizational structure of the text (RI.6.5, RL.6.5) Explain how each line or stanza of a poem contributes to the overall organizational structure of the text (RL.6.5)	For example, explain how each paragraph of Mike Stobbe's "Can Fluoride Be Too Much of a Good Thing?" at tweentribune.com contributes to the text's problem/solution structure For example, explain how the first line, second stanza, and final lines of "Harlem," also known as "Dream Deferred," by Langston Hughes uses a series of questions to create a causation structure
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as: (RI.6.5) <ul style="list-style-type: none">Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison).Identify words in a sentence or section that indicate various text structures (such as <i>for example, characteristics of</i> indicate a description structure; <i>first, next, finally</i> indicate a sequence structure; <i>because of, as a result of</i> indicate a causation structure; <i>issue, response, problem</i> indicate a problem/solution structure; <i>unlike, similar</i> indicate a comparison structure).Compare the content and structure of one paragraph to the content and structure of another paragraph in the same text. The student will recognize or recall specific vocabulary (for example, end stop, enjambment) and perform basic processes such as: (RL.6.5) <ul style="list-style-type: none">Describe why poetry uses stanzas and lines (such as to show relationships between ideas, to separate different ideas).Describe the effect of enjambed and end-stopped lines (such as their effect on how a reader reads the lines out loud).Compare two stanzas or lines in a poem and describe the similarities and differences in structure and content.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.

Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.

The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher

and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnose need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Grade 8 - Learning Requirements & Proficiency Scales

Unit	Learning Requirements
Unit 2 Unit 3 Unit 4	I can analyze text organization and structure.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	I can analyze ideas and themes.
Unit 2 Unit 3 Unit 4 Unit 5	I can analyze claims, evidence, and reasoning.
Unit 2 Unit 5	I can analyze narratives.
Unit 3 Unit 4 Unit 5	I can analyze points of view and purpose.
Unit 1	I can compare texts.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	I can analyze language.
Unit 2 Unit 3 Unit 4 Unit 5	I can write using text organization and structure.
Unit 3 Unit 4 Unit 5	I can write using claims, evidence, and reasoning.

Unit 1 Unit 5	I can use sources and research to support my writing.
Unit 1	I can write narratives.
Unit 2 Unit 3	I can attend to audience, purpose and task.
Unit 2	I can strengthen my writing through revision.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5	I can use parts of speech to accurately communicate.
Unit 5	I can edit my writing to accurately communicate.

Learning Requirement: I can analyze text organization and structure.

Prioritized Standard:

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Supporting Standard: RI.8.3

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how the overall structure and organization of a text help communicate the author's purpose. (RI.8.5)	For example, evaluate the text structure in an op-ed piece such as Chris Hunter's "An Ancient Fish is Running Out of Time" and describe how well the text structure supports the author's purpose; if the text structure doesn't fully support the purpose, describe how a different text structure could have been used to make a more convincing argument
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how an author organizes the content in a text to achieve a specific structure (RI.8.5) Explain how the structure of a text supports the author's purpose (RI.8.5)	For example, explain how David Macaulay arranges information in <i>Cathedral</i> to create a descriptive structure For example, explain how the problem/solution structure of Winston Churchill's appeal for a unified party in "Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940" was consistent with the purpose of the speech
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, causation, comparison, description, problem/solution, sequence) and perform basic processes such as: (RI.8.5) <ul style="list-style-type: none">Describe common text structures (such as description, sequence, causation, problem/solution, comparison).Annotate words and phrases that indicate various kinds of relationships (such as <i>first</i>, <i>next</i>, <i>last</i> indicate a sequence relationship; <i>therefore</i>, <i>because</i>, <i>as a result of</i> indicate a causation relationship; <i>answer</i>, <i>dilemma</i>, <i>struggle</i>, <i>resolution</i> indicate a problem/solution relationship; <i>in contrast</i>, <i>unlike</i>, <i>similarly</i> indicate a comparison relationship; <i>for example</i>, <i>such as</i>, <i>the properties of</i>, <i>the qualities of</i> indicate a description relationship). The student will recognize or recall specific vocabulary (for example, conclusion, introduction) and perform basic processes such as: (RI.8.5) <ul style="list-style-type: none">Identify the structure of a text.State the author's purpose in a specific text.Summarize the content of a specific sentence or paragraph.Annotate important sentences in a paragraph.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze ideas and themes.

Prioritized Standard:

RL8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RI8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI8.2 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.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Take a position on which main idea or theme is the strongest in a text by finding evidence to support several different main ideas or themes (RL8.1, RI8.1)	For example, list specific details to explain that the importance of family, the importance of owning land, and the importance of hope are all themes in Mildred D. Taylor's <i>Roll of Thunder, Hear My Cry</i> , but that the importance of family is supported by the most and strongest details
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe how a main idea or theme develops over the course of a text (RI8.2, RL8.2) Describe a main idea's or theme's relationship to other elements of a text (RI8.1, RL8.1)	For example, describe the relationships among specific details from Frederick Douglass' <i>Narrative of the Life of Frederick Douglass, An American Slave</i> that communicate the main idea of knowledge leading to freedom For example, explain how the characters' words, actions, and feelings; the setting; and the plot in Mildred D. Taylor's <i>Roll of Thunder, Hear My Cry</i> support the theme of the importance of family
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>develop</i>) and perform basic processes such as: (RI8.1, RI8.2) <ul style="list-style-type: none">List important details from major sections of a text.Identify categories of similar details.Describe ideas or events presented in a text.Write a one-sentence or one-phrase statement that reflects the main or central focus of a text. The student will recognize or recall specific vocabulary (for example, <i>connection</i>) and perform basic processes such as: (RL8.1, RL8.2) <ul style="list-style-type: none">Identify important details related to characters in a text.Identify important details related to the setting of a text.Identify important details related to the plot of a text.Describe connections between important details and the main idea or theme of a text.	

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze claims, evidence, and reasoning.

Prioritized Standard:

RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate the argument in a text by deciding if the reasoning is sound, if the claims have sufficient evidence, and if the author appropriately responds to conflicting arguments (RI.8.8, SL.8.3) 	For example, examine the argument in Charles Wilson and Eric Schlosser's book <i>Chew on This: Everything You Don't Want to Know About Fast Food</i> and determine how well the authors address opposing arguments which claim that fast food restaurants provide affordable and convenient meals
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Compare arguments to alternate or opposing arguments (RI.8.9) Evaluate the relevance, sufficiency, credibility, and accuracy of evidence for a specific claim (RI.8.8, W.8.8, SL.8.3) Identify errors in reasoning (i.e., logical errors, fallacies) in an argument (RI.8.8, SL.8.3)	For example, identify similarities and differences between the claims and evidence provided by two articles featured in the <i>New York Times'</i> Room for Debate feature "Taking Sports Out of School" For example, read Terra Snider's cnn.com article "Let Kids Sleep Later" and explain why the evidence for her claim that school should start later is or is not sufficient and credible For example, watch a campaign attack ad and identify how the advertisement employs unsound logic to discredit another candidate
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>grounds</i>) and perform basic processes such as: (RI.8.9) <ul style="list-style-type: none"> Explain the role of grounds, backing, and qualifiers in a claim. Annotate a text's central claims and the grounds for the claims. Annotate the evidence, or backing, given in a text. Annotate qualifiers in a claim. 	

	<p>The student will recognize or recall specific vocabulary (for example, <i>irrelevant, sufficient</i>) and perform basic processes such as: (RI8.8, W8.8, SL8.3)</p> <ul style="list-style-type: none"> • List different kinds of evidence that texts can use (such as statistics, quotes, historical facts). • Describe what makes evidence relevant, sufficient, credible, and accurate. • Outline the evidence for a claim in a text. • Annotate evidence in an argument that cites a source. <p>The student will recognize or recall specific vocabulary (for example, <i>fallacy, logic, premise, sound, unsound</i>) and perform basic processes such as: (RI8.8, SL8.3)</p> <ul style="list-style-type: none"> • Describe common fallacies (such as using an overly emotional argument, false appeals to authority, attacking the opponent instead of the argument). • Describe the difference between sound and unsound logic. • Annotate words that indicate a premise (such as <i>since, because, as an example</i>). • Annotate words that indicate a conclusion (such as <i>therefore, consequently, thus</i>). • Outline the logic of an argument (for example, show which premises lead to which conclusions).
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze narratives

Prioritized Standard:

RL8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Identify causal relationships between multiple storylines in a complex plot (RL8.3) 	For example, describe how Huck and Tom's observations of Injun Joe's actions lead, ultimately, to the climax and resolution of Mark Twain's <i>The Adventures of Tom Sawyer</i>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe how events and dialogue in a text affect the development of the story in a narrative text (RL8.3) Describe how events and dialogue in a text reveal the development of characters in a narrative text (RL8.3)	For example, describe how Kino's refusal to give up the pearl leads to a series of violent and dangerous incidents in John Steinbeck's <i>The Pearl</i> For example, describe how Charlie Gordon's interactions with his coworkers, the doctors, and Miss Kinnian in Daniel Keyes' short story "Flowers for Algernon" reveal how he changes over the course of the text
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>falling action</i>, <i>rising action</i>) and perform basic processes such as: (RL8.3) <ul style="list-style-type: none"> Describe the elements of a plot (such as exposition, rising action, climax, falling action, resolution). Identify which parts of a text correspond to the elements of a plot. Create a timeline of the events in a text. Annotate dialogue which refers to an event in a narrative text. The student will recognize or recall specific vocabulary (for example, <i>complex character</i>, <i>development</i>, <i>simple character</i>) and perform basic processes such as: (RL8.3) <ul style="list-style-type: none"> Annotate sections in a text where a character is described directly. Annotate dialogue in a text that refers to a character's actions or emotions. Summarize what is known about a character after a scene or chapter of a text. Compare how a character speaks and acts during various scenes in a text. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze points of view and purpose.

Prioritized Standard:

RL8.6 Analyze how differences in the points of view (perspectives) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RI8.6 Determine an author's point of view or purpose of a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Supporting Standard: SL8.2

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how conflicting or different points of view in a text develop the author's purpose	for example, evaluate how Julius Lester's use of multiple points of view in <i>Day of Tears</i> contributes to the book's purpose as a piece of historical fiction and shapes the way a reader understands the events in the text
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe the dominant point of view in a text (RI8.6) Describe the overarching purpose of a text (RI8.6) Describe how differences in the point of view of a reader and the characters in a text can create dramatic irony (RL8.6)	For example, describe how Sojourner Truth's characterization of herself and allusions to the Bible reveal her point of view in her speech "Ain't I a Woman?" For example, identify Langston Hughes' purpose in "I, Too, Sing America" and describe how his word choice and use of metaphor reveal his purpose For example, describe how a reader's understanding of Mrs. Mallard's death in Kate Chopin's "The Story of an Hour" differs from the understanding of the other characters and how these differences create dramatic irony
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>reference</i>) and perform basic processes such as: (RI8.6) <ul style="list-style-type: none">Describe the difference between an author, a character, and a narrator.Compare the first-, second-, and third-person points of view.Determine whether the point of view of a text is the author's, a narrator's, or a character's.Annotate sections that describe the author's, main character's, or narrator's background or life experiences. The student will recognize or recall specific vocabulary (for example, <i>purpose</i>) and perform basic processes such as: (RI8.6) <ul style="list-style-type: none">Identify common genres of texts and their purposes (for example, a speech is often persuasive while a scientific article is often informative).Decide which genre or type of writing a text falls into.	

	<ul style="list-style-type: none"> • Explain how text features and word choice can help indicate the purpose of a text. <p>The student will recognize or recall specific vocabulary (for example, <i>dramatic irony</i>) and perform basic processes such as: (RL8.6)</p> <ul style="list-style-type: none"> • Summarize what a character thinks about an event or another character. • Summarize what a reader knows about an event or character. • Compare the perspectives of a reader and a character in a narrative.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can compare texts.

Prioritized Standard:

RL8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

RI8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Supporting Standard: RL8.5

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Compare the techniques two different types or genres of texts use to communicate similar themes	For example, read “The Poison Tree” by William Blake and “The Cask of Amontillado” by Edgar Allen Poe and compare the literary devices used in both pieces and their portrayals of revenge
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe the faithfulness of a live or filmed production to a source text (RL8.7) Describe how a work of fiction draws on character types, patterns of events, and themes from classic texts (RL8.9) Describe the advantages and disadvantages of expressing ideas in various media (including genres such as poetry, prose, and drama) (RI8.7)	For example, describe how certain elements of the plot were changed in the film adaptation of Louisa May Alcott’s <i>Little Women</i> and how these changes affect the themes present in the film For example, describe the common archetype of the <i>underdog</i> and explain how this character type is developed in texts such as Howard Pyle’s <i>The Merry Adventures of Robin Hood</i> or Charles Dickens’ <i>Oliver Twist</i> and how it relates to the Biblical narrative of David and Goliath For example, describe how the same story could be written as a script or a book and describe how each form requires the writer to use different techniques to convey a theme
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching	The student will recognize or recall specific vocabulary (for example, <i>adaptation</i>, <i>observation</i>, <i>production</i>) and perform basic processes such as: (RL8.7) <ul style="list-style-type: none">Summarize observations gained while watching a film or live production.Identify the characters, setting, and plot in both an original text and its adaptation.Compare different plot elements from an original text and its adaptation.Note any characters or events that are missing from or added to an adaptation of a text.	

Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, <i>archetype</i>) and perform basic processes such as: (RL8.9)</p> <ul style="list-style-type: none"> • Classify a well-known character from a text or film as a specific character archetype (such as the hero, the mentor, the underdog, the villain). • Identify a well-known story that follows an archetypal pattern of events (such as quest, revenge, transformation). • Identify a text that conveys a thematic archetype (such as love conquers all, greed as downfall, loss of innocence, coming-of-age). <p>The student will recognize or recall specific vocabulary (for example, <i>free verse, sestina, sonnet</i>) and perform basic processes such as: (RI8.7)</p> <ul style="list-style-type: none"> • Describe the techniques a particular genre uses to communicate a story or idea. • Describe how a reader or viewer interacts with a particular medium. • Compare elements that differ between genres or mediums.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze language.

Prioritized Standard:

RL8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Supporting Standard: L8.4, L8.5

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate the use of descriptive and figurative language in a text (RL8.4, RI8.4)	For example, describe the effect of words such as <i>fire</i> , <i>glimmering</i> , <i>brightening</i> , and <i>golden</i> in William Butler Yeats' "The Song Of Wandering Aengus" and evaluate how his word choice relates light to desire or the passage of time
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze how an author's word choice develops an analogy in a text (RL8.4, RI8.4) Describe the source(s) and meaning of allusions in a text (RL8.4, RI8.4)	For example, analyze how surrounding text develops the analogy "by far the larger part of the slaves know as little of their ages as horses know of theirs" from chapter 1 of Frederick Douglass' <i>Narrative of the Life of Frederick Douglass, An American Slave</i> and explain what this analogy suggests about masters' perception of their slaves For example, describe how William Butler Yeats' allusions to Irish folklore in the "The Song of Wandering Aengus" relate to the narrative of the poem
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>analogy</i>, <i>clarify</i>) and perform basic processes such as: (RL8.4, RI8.4) <ul style="list-style-type: none">Describe the purpose of an analogy.Describe the relationship between two sets of objects in a simple analogy.Complete simple analogies (such as chapter : ____ :: day : year). The student will recognize or recall specific vocabulary (for example, <i>allusion</i>) and perform basic processes such as: (RL8.4, RI8.4) <ul style="list-style-type: none">Identify references to names, places, or events that seem to be outside the context of a text.Identify words or phrases in a text that seem to purposefully stray from the text's style.Use resources (such as footnotes and web searches) to find the source of an allusion.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can write using text organization and structure.

Prioritized Standard:

W8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

W8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W8.1e Provide a concluding statement or section that follows from and supports the argument presented.

W8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Supporting Standard: W8.2, W8.2b, W8.6

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Create a strategy for selecting a text structure that will best fit the purpose of a text (W8.1a, W8.2a, W8.3a) 	For example, design a process that involves researching a topic, selecting two text structures that are likely to fit the purpose of a text, listing pros and cons of each structure, selecting one and composing a text that fits it, and then reviewing the draft and asking whether it could be improved by using an alternative text structure
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Select a text structure to organize writing for a specific purpose (W8.1a, W8.2a, W8.3a) Generate introductory and concluding sections that strengthen the ideas presented in the body of a text (W8.1a, W8.1e, W8.2f, W8.3a, W8.3e) Use transitions to signal lines of reasoning and major ideas in a text (W8.1c, W8.2c, W8.3c)	For example, select a problem/solution structure rather than a descriptive structure when the purpose of the text is to persuade readers to act For example, write an introduction that is appropriate to the structure of a text, uses an interesting fact or anecdote to capture a reader's interest, contains a strong thesis statement, previews the reasons that will support the thesis, and concludes with a section that summarizes content presented and emphasizes important ideas For example, use a variety of transitions such as <i>because</i> , <i>in order to</i> , and <i>so that</i> to present a line of

		reasoning that links evidence to the reasons given for a claim
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, <i>causation, comparison, description, problem/solution, sequence</i>) and perform basic processes such as: (W8.1a, W8.2a, W8.3a)</p> <ul style="list-style-type: none"> • List signal words or phrases that indicate the use of a particular structure (for example, comparison structures often use words such as <i>unlike, however, and just as</i>). • Describe the structure and purpose of a text. • Highlight details from notes that address the topic of a text. <p>The student will recognize or recall specific vocabulary (for example, <i>preview, resolution</i>) and perform basic processes such as: (W8.1a, W8.1e, W8.2f, W8.3a, W8.3e)</p> <ul style="list-style-type: none"> • Generate a single-sentence thesis or topic sentence that addresses the topic in a prompt. • Summarize the parts of a text that will support the claims of a thesis. • Describe how a conclusion should align to the style of a text (for example, describe how an informational conclusion differs from a persuasive conclusion). <p>The student will recognize or recall specific vocabulary (for example, <i>transition</i>) and perform basic processes such as: (W8.1c, W8.2c, W8.3c)</p> <ul style="list-style-type: none"> • List transitions that indicate the use of a particular text structure (for example, sequential transitions include <i>first, next, last</i>; causation transitions include <i>as a result of, because of this</i>). • Annotate sentences that show relationships among content in a text (for example, highlight a sentence that provides evidence for the sentence that came before it or a sentence that seems to say the opposite of what came before it) 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can write using claims, evidence, and reasoning.

Prioritized Standard:

W8.1a Introduce claim(s), acknowledge and distinguish the claim(s), and organize the reasons and evidence logically.

W8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Supporting Standard: W8.1, W8.2d, W8.9, SL8.4

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Defend the claims in an argument by providing relevant and sufficient evidence and by acknowledging and refuting a counterclaim (W8.1a, W8.1b) 	For example, develop a claim about the importance of free speech, find evidence that supports the claim and a counterclaim, and construct an argument that validates the claim and refutes the counterclaim
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Generate claims and distinguish them from counterclaims (W8.1a) Support claims with logical reasoning and relevant and sufficient evidence (W8.1b)	For example, generate a claim about the use of cell phones as educational tools in schools, generate a counterclaim that argues the opposite position, and describe why a person might take either position For example, use evidence from the text to support a claim about the purpose for Walt Whitman's contrasting tones in "O Captain, My Captain"
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>general</i>, <i>specific</i>) and perform basic processes such as: (W8.1a) <ul style="list-style-type: none"> Describe the qualities of a claim (for example, it should be specific and should be an opinion that can be proved using evidence). Describe the role of grounds, backing, and qualifiers in a claim. Describe two possible arguments a person could make about a particular topic. The student will recognize or recall specific vocabulary (for example, <i>logical</i>, <i>relevant</i>, <i>sufficient</i>) and perform basic processes such as: (W8.1b) <ul style="list-style-type: none"> Annotate notes and texts for evidence that could support a claim. Outline claims and specific pieces of evidence that support them. Explain why it is important to have relevant and sufficient evidence. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can use sources and research to support my writing.

Prioritized Standard:

W8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
W8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting Standard: W8.6

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Design a process or procedure for deciding when and how to cite a source (W8.8) 	For example, create a list of sources that should always be cited and sources that don't need to be cited—such as idioms or common knowledge—and create a flowchart showing the procedure for citing different kinds of sources
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Generate a research question and related questions (W8.7) Use search terms to efficiently gather information from multiple print and digital source (W8.8) Use a standard citation format when citing sources (W8.8) Avoid plagiarism when quoting or paraphrasing the work of others (W8.8)	For example, create a research question about the U.S.'s role in conflicts in the Middle East and related questions about the U.S.'s role in other international conflicts For example, use keyword searches and Boolean operators to narrow search results to focus on a specific research question For example, use MLA or APA style to properly cite sources in text and in a bibliography or works cited list For example, properly credit sources when paraphrasing or quoting an author's idea
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>primary, prompt, question, research, research question, source, task, topic</i>) and perform basic processes such as: (W8.7) <ul style="list-style-type: none"> Explain the purpose of a research question. Identify a specific research topic related to a prompt. Identify additional topics that might relate to a research question. The student will recognize or recall specific vocabulary (for example, <i>primary research, search term, secondary research</i>) and perform basic processes such as: (W8.8) <ul style="list-style-type: none"> Identify different methods of searching for relevant sources (such as search engines). Use Boolean operators to narrow search results. Identify sources which are typically used in academic research. 	

	<p>The student will recognize or recall specific vocabulary (for example, <i>APA style, in-text citation, MLA style</i>) and perform basic processes such as: (W8.8)</p> <ul style="list-style-type: none"> • Describe the differences between a bibliography and a works cited list. • Demonstrate how to cite sources from authored books. • Demonstrate how to cite sources from magazines and periodicals. • Demonstrate how to cite online sources. <p>The student will recognize or recall specific vocabulary (for example, <i>plagiarism, verbatim</i>) and perform basic processes such as: (W8.8)</p> <ul style="list-style-type: none"> • Paraphrase information from a source. • Use quotation marks to indicate material taken verbatim from a source. • Describe situations in which a source must be cited and in which a source need not be cited. • Describe actions that would be considered plagiarism. • Explain the consequences for plagiarism.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can write narratives.

Prioritized Standard:

W8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Supporting Standard: W8.3

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Select events in a plot that will hold a reader's interest (W8.3a)	For example, retell one of the characters' experiences from Ann Petry's <i>Harriet Tubman: Conductor on the Underground Railroad</i> by expanding and focusing on specific events that will develop excitement, tension, and suspense
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Introduce the conflict, setting, and characters of a narrative (W8.3a) Use description (including sensory details), dialogue, and reflection to develop a narrative (W8.3b, W8.3d)	For example, in a narrative about a person who goes out of his or her way to help someone else who is struggling or in trouble, describe the main character's relationships to the other characters in the text, why the main character decided to help another character, and the setting and context in which the events occurred For example, write a narrative about a character who succeeded after struggling; include details about the character's self-reflection, the character's feelings during the process, and what the character learned from the experience
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, context) and perform basic processes such as: (W8.3a) <ul style="list-style-type: none">Generate possible characters and settings for a narrative.Generate possible problems or conflicts characters could encounter in a narrative.Describe possible events that might lead up to the exposition or main problem of a narrative. The student will recognize or recall specific vocabulary (for example, reflection, sensory detail) and perform basic processes such as: (W8.3b, W8.3d) <ul style="list-style-type: none">Generate lists of words that could be used to describe a character, location, or event.Describe how dialogue can be used to further the plot or reveal aspects of character.Describe what a character might feel or learn in response to the events in a narrative.	

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can attend to audience, purpose and task.

Prioritized Standard:

W8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).

W8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplines-specific tasks, purposes, and audiences.

Supporting Standard: SL8.6

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Choose a point of view and audience that best fit the purpose of a text (W8.4)	For example, write a short informative text about teen depression and choose an audience—such as parents, classmates, or teachers—who would benefit from learning about this topic, adjusting the writing style or point of view as necessary to appeal to the audience
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Rewrite information or events from a different point of view (W8.4, W8.10) Rewrite a text for a different purpose (W8.4, W8.10) Rewrite a text for a different audience (W8.4, W8.10)	For example, rewrite a common story, such as a fairytale, from a new point of view, changing how certain elements of the plot are described to match the character's perspective For example, rewrite an informative review of a novel to persuade a teacher that his or her class should read it together For example, rewrite an opinion piece for students as a letter to a congressperson
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>perspective</i>) and perform basic processes such as: W8.4 <ul style="list-style-type: none">Explain the difference between first-, second-, and third-person points of view.Write sentences using a specific point of view.Describe why a narrator might be able to say more about the events in a narrative than a character in the narrative. The student will recognize or recall specific vocabulary (for example, <i>purpose</i>) and perform basic processes such as: W8.4 <ul style="list-style-type: none">Describe common purposes of a text (such as to inform, persuade, entertain).Describe the types of texts generally associated with a particular purpose.Annotate a prompt for evidence that indicates the purpose of a response. The student will recognize or recall specific vocabulary (for example, <i>hostile, receptive</i>) and perform basic processes such as: W8.4 <ul style="list-style-type: none">Explain why a text is written in a formal or informal style.	

	<ul style="list-style-type: none">• Describe what kind of audience would read a particular text.• Explain why a particular audience might be receptive or hostile to a particular claim or opinion.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can strengthen my writing through revision.

Prioritized Standard:

W8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8).

W8.1d Establish and maintain a formal style.

W8.2e Establish and maintain a formal style.

Supporting Standard: SL8.6

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Select revisions that will make a previously written piece stronger (W8.5, W8.1d, W8.2e) 	For example, revise a text by rewriting sections that lack clarity or detail, replacing common words with more precise synonyms, and combining or rephrasing sentences; explain the reasoning behind the changes
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Rewrite sentences so that syntax and sentence forms are varied (W8.5) Revise writing to maintain a formal style(W8.1d, W8.2e)	For example, revise sentences that begin with the same phrase or word by adding an adverbial clause or by rephrasing the sentence For example, replace common, overused adjectives, such as <i>good</i> or <i>fun</i> , and verbs, such as <i>to be</i> verbs, with more complex, specific words
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>phrase, syntax</i>) and perform basic processes such as: (W8.5) <ul style="list-style-type: none"> Describe simple, complex, and compound sentences. Annotate simple, complex, and compound sentences in a draft. Annotate a word or phrase that begins multiple sentences within a paragraph or text. Generate strategies for varying and adding interest to sentences with similar lengths and word choices (such as adding transitions, combining short, simple sentences, or dividing longer, more complex sentences). The student will recognize or recall specific vocabulary (for example, <i>formal</i>) and perform basic processes such as: (W8.1d, W8.2e) <ul style="list-style-type: none"> Explain the differences between a formal and informal writing style. Explain when a formal style should be used. Annotate informal language in a draft (such as slang, contractions, or informal abbreviations). Generate a list of synonyms that could replace simple or over-used vocabulary (for example, the word <i>great</i> could be replaced with <i>impressive, excellent, or important</i>). 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

0.0	Even with help, no understanding or skill demonstrated.
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Learning Requirement: I can use parts of speech to accurately communicate.

Prioritized Standard:

L8.1b Form and use verbs in the active and passive voice.

L8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

L8.1d Recognize and correct inappropriate shifts in verb voice and mood.

L8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Supporting Standard: L8.1a

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Decide when to switch verb tenses or moods to signal a shift in time or to add interest (L8.3a) 	For example, appropriately switch between present and past verb tenses, while incorporating more than one verb mood, in a paragraph about what has changed and stayed the same in the past ten years
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Use active and passive verbs to achieve particular effects (L8.1b, L8.3a) Explain the functions of verb tenses and moods (L8.1c, L8.1d, L8.3a)	For example, write formal texts in the active voice, except when the person who performed an action is unknown or when emphasizing the action of the sentence For example, write a short paragraph in the subjunctive mood that describes what your goals would be if you were elected president
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, active voice, passive voice) and perform basic processes such as: (L8.1b, L8.3a) <ul style="list-style-type: none"> Describe how active voice usually affects the order of the subject and verb in a sentence and a sentence's meaning. Describe how passive voice usually affects the order of the subject and verb in a sentence and a sentence's meaning. Describe situations when using passive voice might be appropriate (for example, when the subject who did the action is unknown). The student will recognize or recall specific vocabulary (for example, conditional, imperative, indicative, interrogative, mood, subjunctive) and perform basic processes such as: (L8.1c, L8.1d, L8.3a) <ul style="list-style-type: none"> Describe how a verbal is different from a verb. Identify verbs that are always followed by an infinitive. Explain how a gerund functions in a sentence. Give examples of sentences in the indicative, imperative, interrogative, conditional, and subjunctive moods. Describe when it might be appropriate to use a particular verb mood (for example, the imperative mood is often used when giving directions). 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

0.0	Even with help, no understanding or skill demonstrated.
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Learning Requirement: I can edit my writing to accurately communicate.

Prioritized Standard:

L8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

L8.2b Use an ellipsis to indicate an omission.

L8.2c Spell correctly.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Develop a strategy for editing drafts (L8.2) 	For example, design a worksheet that lists common errors and processes for recognizing and correcting errors that can be filled out and referenced while editing a text
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Edit for capitalization and proper formatting of titles (L8.2) Edit for proper use of commas, dashes, and ellipses (L8.2a, L8.2b) Edit for spelling errors (L8.2c)	For example, correctly capitalize and italicize the titles of books For example, verify that an ellipsis used to indicate an omission in a quote does not change the author's intended meaning and makes sense within the context of the sentence For example, highlight words that might be spelled incorrectly and check their spelling using a dictionary or other resource
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>annotate</i> , <i>italicize</i>) and perform basic processes such as: (L8.2, L8.2a) <ul style="list-style-type: none"> List types of texts for which titles should be italicized. List types of texts for which titles should be in quotations. Identify which words should be capitalized in a title. The student will recognize or recall specific vocabulary (for example, <i>dash</i> , <i>edit</i> , <i>ellipsis</i> , <i>omission</i>) and perform basic processes such as: (L8.2a, L8.2b) <ul style="list-style-type: none"> Describe when a comma is commonly used (such as after a clause at the beginning of a sentence, between two independent clauses joined by a conjunction). Describe when a dash might be used to indicate a pause or interruption. Identify the functions of an ellipsis (to represent an omission or to represent a long pause). Annotate which parts of a long quote support a claim to determine if an ellipsis can be used. The student will recognize or recall specific vocabulary (for example, <i>dictionary</i> , <i>spellcheck</i> , <i>vocabulary</i>) and perform basic processes such as: (L8.2c) <ul style="list-style-type: none"> Review a document using spell check and correct the words that are misspelled. Use a dictionary to verify the spelling of an unfamiliar word. Correctly spell directly taught vocabulary. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.