READING
Questioning, Inference, and Interpretation
Grade 8

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • cite textual evidence that supports an analysis of what a grade-appropriate text says explicitly, as well as inferences drawn from the text (RL.8.1; RI.8.1)		**Sample Activities:** Students create a chart comparing Miri, Kartar, and Britta from *Princess Academy.* Each character trait listed must be supported by cited textual evidence.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analysis, cite, explicit, inference, logical, support, text, textual evidence **The student will perform basic processes, such as:** • describe what a grade-appropriate text says explicitly and draw logical inferences		**Sample Activities:** After reading *My Brother Sam is Dead,* students will write an essay describing how the Meeker family evolved during the story. They must cite specific changes and discuss the causes.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING	
Themes and Central Ideas	
Grade 8	

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze the development of a theme or central idea over the course of a grade-appropriate text, including its relationship to characters, setting, plot, and supporting details (RL.8.2; RI.8.2) • provide an objective summary of a grade-appropriate text (RL.8.2; RI.8.2)		**Sample Activities:** Students create a 7 slide power point analyzing one of the themes: Destiny and Responsibility, Courage, Loyalty, or Trust and Betrayal in **Percy Jackson, Lightening Thief.** Slides one and Seven are introduction and conclusion. Slides 2-6 are plot conflicts and resolutions and the effects on characters that support the chosen theme.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analyze, central idea, character, development, objective, plot, relationship, setting, summarize, summary, supporting detail, text, theme **The student will perform basic processes, such as:** • determine a theme or central idea of a grade-appropriate text (RL.8.2; RI.8.2) • summarize a grade-appropriate text using a teacher-provided graphic organizer		**Sample Activities:** Students write a summary of the text **Percy Jackson, Lightening Thief.** After modeling students complete a Theme Grid by placing events with page numbers under each heading: Destiny and Responsibility, Courage, Loyalty and Trust and Betrayal.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING			
Story Elements			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze how particular lines of dialogue or incidents in a grade-appropriate story or drama propel the action, reveal aspects of a character, or provoke a decision (RL.8.3)		**Sample Activities:** In pairs, students create a two voice dramatic piece using sections of *Witness* by Karen Hess. First voice is direct quotes from the book. Second voice is an omniscient force that explains the power of the quotes and insights they give into the character.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • action, analyze, character, decision, dialogue, drama, incident, propel, provoke, reveal, story **The student will perform basic processes, such as:** • identify lines of dialogue or incidents that have an impact on a grade-appropriate story		**Sample Activities:** While reading **Witness** by Karen Hess students select powerful lines of dialogue or events. The section is written on sticky notes and hung on the discussion board. Whole class then discusses how those lines move the story forward or indicate a drastic change.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING	
Connections	
Grade 8	

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze how a grade-appropriate text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI.8.3)		**Sample Activities:** After reading **Anne of Greene Gables** or **Our Town** students complete **"An Artifact and its Literary Context"** from *Olive Ruby Henty a digital scrapbook* an online analysis of the possible connections of a primary source and a fictional piece of literature.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analogy, analyze, category, comparison, connection, distinction, event, idea, individual, text **The student will perform basic processes, such as:** • describe the connections between individuals, ideas, or events in a grade-appropriate text		**Sample Activities:** Students create a graphic organizer connecting the characters and events or ideas in short stories.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING	
Use of Language	
Grade 8	

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze the impact of specific word choices on meaning and tone in a grade-appropriate text, including analogies or allusions to other texts (RL.8.4; RI.8.4) • interpret figures of speech (e.g., verbal irony, puns) in context in a grade-appropriate text (L.8.5a) • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*) in a grade-appropriate text (L.8.5c)		**Sample Activities:** Students will annotate **"I Have a Dream Speech"** by MLK, marking specific literary techniques and allusions. They will then have one class periods to research on line the allusions made and write an explanatory response as to the effect of the literary devices and allusions made.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • allusion, analogy, analyze, association, connotation, connotative, definition, denotation, distinguish, figurative, figure of speech, impact, interpret, meaning, pun, similar, text, tone, verbal irony **The student will perform basic processes, such as:** • identify specific words that impact meaning and tone in a grade-appropriate text • identify analogies or allusions to other texts in a grade-appropriate text • determine the meaning of words and phrases as they are used in grade-appropriate text, including figurative and connotative meanings (RL.8.4; RI.8.4) • identify figures of speech in a grade-appropriate text		**Sample Activities:** Whole class or small group will work through the **"I Have a Dream Speech"** and the teacher will guide them through an analysis of the language used.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING			
Academic Vocabulary			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • determine the meaning of words and phrases as they are used in grade-appropriate text, including technical meanings (RI.8.4) • gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (L.8.6)		**Sample Activities:** Students receive a vague or inaccurately written paragraph about genetics and try to take a test on the content. Then they are asked to correct the same text using content specific vocabulary. They then either retake the test, or explain how the correct vocabulary aids in understanding.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • academic, comprehension, domain-specific, expression, meaning, technical meaning, text, vocabulary **The student will perform basic processes, such as:** • acquire and use accurately grade-appropriate general academic and domain-specific words and phrases (L.8.6)		**Sample Activities:** Students complete a cloze reading on genetics using a word bank to fill in specific terms.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING

Text Structures and Features

Grade 8

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • compare and contrast the structure of two or more grade-appropriate texts and analyze how the differing structure of each text contributes to its meaning and style (RL.8.5) • analyze in detail the structure of a specific paragraph in a grade-appropriate text, including the role of particular sentences in developing and refining a key concept (RI.8.5)		**Sample Activities:** Students compare and contrast **"Oh Captain, My Captain"** to excerpts from **Lincoln, A Photobiography** and **Behind Rebel Lines** individually then in class discussion explain the purpose for all three and the value of its structure.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analyze, compare, concept, contrast, detail, develop, meaning, paragraph, refine, role, sentence, structure, style, text **The student will perform basic processes, such as:** • describe the general structure of a specific paragraph in a grade-appropriate text • identify the general structure of a specific grade-appropriate text • recognize signal words or phrases associated with text structure (e.g., *following, compared with, therefore, as a result of*) in a grade-appropriate text		**Sample Activities:** Student sorts words and phrases that signal text structures independently, and explains what the structures tell them about how to read and understand the text, then class creates a sorted version on a word wall.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING			
Point of View			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze how differences in the points of view of characters (e.g., created through the use of dramatic irony) create such effects as suspense or humor in a grade-appropriate text (RL.8.6) • analyze how an author acknowledges and responds to conflicting evidence or viewpoints in a grade-appropriate text (RI.8.6)		**Sample Activities:** After reading **Harry Potter and the Order of the Phoenix** students select three scenes where Harry, Ron and Hermione's points of view clash creating humor or suspense. They then create a new scene between the three trying to stay consistent with character and creating a similar use of dramatic irony.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analyze, author, character, dramatic irony, evidence, humor, narrator, purpose, point of view, suspense, viewpoint **The student will perform basic processes, such as:** • describe the differences in the points of view of characters and narrators in a grade-appropriate text • determine an author's point of view or purpose in a grade-appropriate text (RI.8.6)		**Sample Activities:** Students read an excerpt from **Harry Potter and the Order of the Phoenix** and in a short constructed response describe the point of view of the participating characters.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING
Visual/Auditory Media and Information Sources
Grade 8

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze the extent to which a filmed or live production of a grade-appropriate story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (RL.8.7) • evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (RI.8.7)		**Sample Activities:** After reading and viewing *To Kill a Mockingbird* students participate in a Socratic seminar where they analyze both mediums for strengths and weaknesses in effectively conveying author/directors purpose.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • actor, analyze, depart, digital, director, drama, evaluate, faithful, film, idea, live, medium, multimedia, print, production, script, story, text, topic, version, video **The student will perform basic processes, such as:** • compare and contrast a filmed or live version with a grade-appropriate text or script • recognize or recall the advantages and disadvantages of different mediums		**Sample Activities:** Students will write and present a critique of both the film and text, **The Hobbit, (**similar to "Siskel and Ebert".} In the critique they will compare and contrast both while also making sure to use and address the bank of specific terms required in the standard.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING		
Argument and Reasoning		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • evaluate the argument and specific claims in a grade-appropriate text, assessing whether the reasoning is sound and the evidence is relevant and sufficient (RI.8.8) • identify irrelevant evidence in a grade-appropriate text (RI.8.8)	**Sample Activities:** Students read persuasive/argumentative texts on topics of their own interest similar to Robert Mac Neil's **"The Trouble with Television,"** and in a short constructed response answer the question, " Is the authors argument justified?"
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • argument, claim, evaluate, evidence, irrelevant, reasoning, relevant, sound, sufficient **The student will perform basic processes, such as:** • delineate the argument and specific claims in a grade-appropriate text (RI.8.8) • recognize examples of irrelevant evidence in isolation	**Sample Activities:** Students answer guided questions after reading a persuasive text like **"The Trouble with Television,"** by Robert Mac Neil. Questions ask students to list specific claims and decide if the claim is relevant.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

READING
Literary Comparisons and Source Material
Grade 8

Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new (RL.8.9)		**Sample Activities:** Students actively participate in a Socratic Seminar after reading ***Percy Jackson, Lightening Thief***, and excerpts from Greek mythology. At least one question per student should discuss the relationship between modern fiction and mythology.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • analyze, character, fiction, modern, myth, religious, render, story, theme, traditional **The student will perform basic processes, such as:** • identify examples of themes, patterns of events, or character types from myths, traditional stories, or religious works in modern works of fiction		**Sample Activities:** Students create a list of their favorite characters and books. Then as a whole class they go on a "hunt" through teacher-selected materials to find matches with influential pieces and characters from myths, traditional stories and religious works. They choose their favorite match and create a comparison chart for the match.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

READING

Rhetorical Criticism

Grade 8

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	The student will: • analyze how or why two or more grade-appropriate texts provide conflicting information on matters of facts or interpretation on the same topic (RI.8.9)	**Sample Activities:** Students read *"Los New Yorks"* by Victor Hernandez Cruz and *"Theme for English B"* by Langston Hughes as well as a small amount background knowledge on Puerto Rico and the Harlem renaissance. Then using think, pair, share they analyze the authors' biases and infer why the two men see New York so differently.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • analyze, conflict, fact, interpretation, text, topic **The student will perform basic processes, such as:** • identify where two grade-appropriate texts disagree on matters of facts or interpretation (RI.8.9)	**Sample Activities:** Students read **"Los New Yorks,"** by Victor Hernandez Cruz and **"Theme for English B"** by Langston Hughes and complete a Venn-diagram on the description of New York.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	Even with help, no success	

READING			
Fluency			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • read and comprehend grade-appropriate literature and informational text (RL.8.10; RI.8.10)		**Sample Activities:** Students select from a menu of book report options and complete an examination and report of a book like ***Fever 1793*** by Laurie Halse Anderson
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • comprehend, informational, literature, text **The student will perform basic processes, such as:** • read grade-appropriate literature and informational text using a teacher-directed comprehension strategy (e.g., modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading, outlining and note taking)		**Sample Activities:** Students read and take notes from excerpts of the book **Written in Bone: Buried Lives of Jamestown and Colonial Maryland** by Sally Walker
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

WRITING		
Argumentative		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5 *In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.8.1):** • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically (W.8.1a) • support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W.8.1b) • use words, phrases, and clauses to create cohesion and clarify the relationships between claim(s), counterclaims, reasons, and evidence (W.8.1c) • establish and maintain a formal style (W.8.1d) • provide a concluding statement or section that follows from and supports the argument presented (W.8.1e)	**Sample Activities:** Students select a question to base an opinion on from a list of persuasive essay prompts. Using a clear rubric, students complete the entire writing process from planning to publishing.
	Score 2.5 *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, counterclaim, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic **The student will perform basic processes, such as:** • generate an opinion on a topic and relevant reasons/examples to support that opinion • generate relevant counterclaims to a position • write arguments using a teacher-provided template (which includes all of the 3.0 elements)	**Sample Activities:** Using a two-column graphic organizer, students create a list of reasons or examples why there should be a salary cap in professional sports, and a list of strong counterclaims explaining the negative aspects of a salary cap.
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5 *With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

WRITING			
Informative/Explanatory			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.8.2):** • 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 (W.8.2a) • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (W.8.2b) • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts (W.8.2c) • use precise language and domain-specific vocabulary to inform about or explain the topic (W.8.2d) • establish and maintain a formal style (W.8.2e) • provide a concluding statement or section that follows from and supports the information or explanation presented (W.8.2f)		**Sample Activities:** Students consider how this quote relates to them and completes the entire writing process in a timed setting. "Stand up for what you believe in even if you are standing alone." Write an essay explaining what you would stand up for and why. Make sure to use specific details to support your answer.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • category, chart, clarify, cohesion, comprehension, concept, concluding statement, concrete, definition, detail, domain-specific vocabulary, example, fact, formal style, formatting, graphic, heading, idea, information, multimedia, organize, precise, preview, quotation, relationship, relevant, support, table, topic, transition, varied **The student will perform basic processes, such as:** • identify the characteristics of a model informational composition • generate a list of details from relevant information related to a topic • write informative/explanatory pieces using a teacher-provided template or graphic organizer		**Sample Activities:** Students annotate an informational article on a cross curricular topic like genetics. They mark text structures that assist in organization and understanding of the text as well as key information.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

WRITING			
Narrative			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (W.8.3):** • 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 (W.8.3a) • use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters (W.8.3b) • 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 (W.8.3c) • use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events (W.8.3d) • provide a conclusion that follows from and reflects on the narrated experiences or events (W.8.3e)		**Sample Activities:** After reading a few short narratives about being 13 from a text like, ***Weeds and Other Stories*** by Jacqueline Pearce students will work through the entire writing process from planning to publishing creating their own personal or fictional account of a 13 year old.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • action, character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, point of view, precise, reflection, relationship, relevant, sensory, sequence, setting, technique, time frame, transition **The student will perform basic processes, such as:** • identify the characteristics of a model narrative • write narrative pieces using a teacher-provided template or graphic organizer		**Sample Activities:** Students read the beginning of a short narrative about being 13. As a whole class they create a timeline or plot mountain for the story. Each student must then pick up where the story left off and create an ending on the graphic organizer. They must complete a character web from the story so that their details remain consistent and then using their planning tools they finish the story.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

WRITING		
Task, Purpose, and Audience		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*
Score 3.0	**The student will:** • produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (e.g., opinion, informative/explanatory, narrative, and research writing) (W.8.4)	**Sample Activities:** Students identify a source of pride either within the school or community. They then compose three different letters to celebrate, recognize, and urge the continuation of the event, activity, area, etc. The letters go to three different, logical recipients. For example. Pride in pottery class; Letter 1 goes to course instructor celebrating the success. Letter 2 goes to school board to urge funding for the course. Letter 3 goes to parents inviting them to art show.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task **The student will perform basic processes, such as:** • identify task, purpose, and audience for a given writing task • describe how to modify samples of writing for a specific task, purpose, and audience • produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer	**Sample Activities:** After reading a book like **Across Five Aprils,** students receive several short passages either directly from the book or teacher generated. For example, a letter from Bill home, a grocery or supply list, an obituary notice, etc. Students have to identify which character would have written the passage, to whom and why. In class discussion, discuss how the writing changed for each purpose and audience.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	**Even with help, no success**		

WRITING		
Revise and Edit		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will develop and strengthen writing for a specific purpose and audience by (W.8.5):** • planning • revising • editing • rewriting • trying a new approach	**Sample Activities:** Students write interesting topics on small pieces of paper and place in box A. Teacher writes styles of writing on different slips of paper and place in box B. Students draw from each box. They then must write the specific writing process they would use to complete the assignment. For fun and if time allows, students often enjoy the challenge of writing the piece.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • audience, edit, plan, purpose, revise, rewrite **The student will perform basic processes, such as:** • plan writing using a teacher-provided planning template or graphic organizer • revise and edit writing based on teacher and peer feedback	**Sample Activities:** Students "Backwards Plan." After reading a short narrative, for example **"Raymond's Run,"** students create a timeline for the plot. Using that timeline as a guide they either create their own for a narrative, or modify the existing timeline to tell a story with a different ending on conflict.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

	**WRITING**
	**Technology**
	**Grade 8**
Score 4.0		**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0		**The student will use technology, including the Internet, to:** • produce and publish grade-appropriate writing (W.8.6) • present the relationships between information and ideas efficiently (W.8.6) • interact and collaborate with others (W.8.6)	**Sample Activities:** Students create a wikipage or blog on a specific author they enjoy. Page should be appropriate for upper elementary students.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0		**The student will recognize or recall specific vocabulary, such as:** • collaborate, idea, information, interact, Internet, publish, relationship, technology **The student will perform basic processes, such as:** • demonstrate the features of various grade-appropriate technologies (e.g., word processor, online work space, presentation software) • identify relevant information from a variety of grade-appropriate sources	**Sample Activities:** Students access online agendas as an organizational tool. Students post study questions and academic discussions on a class Google document. Students create a power point on a specific topic like key events in the Revolutionary war.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0		**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0		**Even with help, no success**	

WRITING			
Research			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • conduct short grade-appropriate research projects to answer a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (W.8.7)		**Sample Activities:** Students select one focused research topic from each quarter from any class they are taking. They conduct all the steps of research. They choose best of the four and bring that one up through publishing.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • avenue of exploration, focused, question, related, research, research project, source **The student will perform basic processes, such as:** • develop a grade-appropriate question for a teacher-generated topic • demonstrate each step of the research process in isolation using a teacher-provided template (e.g., develop research questions, locate appropriate sources, record information related to topic, and/or form questions not answered in current sources)		**Sample Activities:** **Students complete "Mini-searches."** Teacher scaffolds research of specific topics and students perform one step at a time. Ex. Day one: Teacher gives a list of ten possible research topics, students write five strong focused research questions for five of the topics.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

WRITING			
Access and Organize Information			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • gather relevant information from multiple grade-appropriate print and digital sources, using search terms effectively (W.8.8) • assess the credibility and accuracy of each source (W.8.8) • quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (W.8.8)		**Sample Activities:** Students complete research note cards using their own words with MLA citation information on back. Works Cited page must have five listings. Reflection of Process reflects on personal research skill mastery, sets goals for efficient future research, and must list three sources they chose not to use and explain why they questioned their credibility or accuracy.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • accuracy, citation format, conclusion, credibility, data, digital, information, paraphrase, plagiarism, print, quote, relevant, search, source, term **The student will perform basic processes, such as:** • use a teacher-provided template to compile and cite grade-appropriate information • describe the criteria for credible and accurate sources		**Sample Activities:** Student completes color-coded note cards based on a teacher provided template for research. In individual writing meetings, student develops outline for paper based on findings with teacher support. Student then sorts and arranges cards to best support purpose of paper and outline. A peer checks order of note cards for logical flow of ideas and literary impact. Student then begins rough draft.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

SPEAKING AND LISTENING		
Collaborative Discussions		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5 *In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly (SL.8.1):** • come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion (SL.8.1a) • pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas (SL.8.1c) • acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented (SL.8.1d)	**Sample Activities:** While reading **Zlata's Diary,** students post discussion questions, key story elements, and writing techniques on a teacher generated, class shared Google Doc. Students must use cited quotations and academic language to respond to set number of peer responses. Class tracks discussion and chosen most compelling topics for five-minute wrap-ups at the end of class.
	Score 2.5 *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • connect, discussion, evidence, explicit, idea, information, issue, justify, observation, probe, qualify, question, refer, reflect, relevant, research, text, topic, view, warranted **The student will perform basic processes, such as:** • follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (SL.8.1b) • participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner • prepare for participation in a discussion	**Sample Activities:** After literature circle on **Zlata's Diary,** students reflect on new understandings and their own participation, mentioning strengths and desired areas of growth in their participation, preparedness, and collegial discussion skills. For areas of desired growth they set clear attainable short term goals (next discussion) and long term goals (end of term.)
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5 *With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

SPEAKING AND LISTENING			
Evaluate Presented Information			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • analyze the purpose of information presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) (SL.8.2) • evaluate the motives (e.g., social, commercial, political) behind information presented in diverse grade-appropriate media and formats (SL.8.2) • evaluate the speaker's argument, the soundness of the reasoning, and relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced (SL.8.3)		**Sample Activities:** Students create Credibility Rubrics prior to viewing or reading professional persuasive pieces (commercials, political speeches, etc.) They then analyze the author's purpose and motive. Then rank the pieces on effectiveness and credibility.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • argument, commercial, diverse, evidence, format, irrelevant, media, motive, political, reasoning, relevance, social, soundness, sufficiency **The student will perform basic processes, such as:** • identify the purposes and motives behind information presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) • describe a speaker's argument and specific claims (SL.8.3)		**Sample Activities:** Students view or read short passages of persuasive/argumentative texts and label the passages purpose and motive.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

	SPEAKING AND LISTENING			
	Speech Writing			
	Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**			
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*		
Score 3.0	**The student will:** • present grade-appropriate claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details (SL.8.4)			**Sample Activities:** After analyzing "The Gettysburg Address" and "I Have and Dream," students draw from Lincoln and Kings techniques to write a modern civil rights speech.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*		
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • claim, coherent, detail, emphasize, evidence, finding, focus, point, reasoning, relevant, salient, sound, valid **The student will perform basic processes, such as:** • write a grade-appropriate speech using a teacher-provided graphic organizer or template			**Sample Activities:** Students use a teacher provided template to create a speech for modern civil rights.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*		
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**			
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*		
Score 0.0	**Even with help, no success**			

SPEAKING AND LISTENING		
Presentation and Delivery		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5 *In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will demonstrate proper grade-appropriate oral presentation techniques:** • use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4) • integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest (SL.8.5) • adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (SL.8.6)	**Sample Activities:** Students create a presentation of a theme from a self-selected book. They include five examples from the text that support the theme. During the presentation they demonstrate mastery of eye contact, projection, annunciation, as well as appropriate use of multi-media aids to illustrate their selected elements of the text.
	Score 2.5 *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • claim, clarify, context, evidence, eye contact, formal English, information, integrate, interest, multimedia, pronunciation, task, visual, volume **The student will perform basic processes, such as:** • demonstrate speech to only one context • use visual aids for presentation (e.g., white board, pictures) • describe the elements of effective presentations	**Sample Activities:** Students create a presentation on a theme from a self-selected book. They include four examples from the text that support the theme. During presentation they demonstrate evidence of rehearsal (eye contact, projection, annunciation), as well as create visual aids to illustrate those selected elements of the text.
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5 *With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

LANGUAGE		
Grammar		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5 *In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.8.1):** • explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences (L.8.1a) • form and use verbs in the active and passive voice (L.8.1b) • form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood (L.8.1c) • recognize and correct inappropriate shifts in verb voice and mood (L.8.1d)	**Sample Activities:** During writing groups before share out and peer editing, students draw grammar components including verbals. They have five to seven minutes to review the topic in the appropriate writing resource and be prepared to share out in the group. They need to create examples and answer questions.
	Score 2.5 *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • active voice, conditional mood, gerund, imperative mood, indicative mood, infinitive, interrogative mood, mood, participle, passive voice, sentence, subjunctive mood, verb, verbal, voice **The student will perform basic processes, such as:** • use grade-appropriate grammar in isolation	**Sample Activities:** Students complete daily grammar practice sheets and chart personal mastery of each skill.
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5 *With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

LANGUAGE			
Capitalization and Punctuation			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation and context when writing (L.8.2):** • use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break (L.8.2a) • use an ellipsis to indicate an omission (L.8.2b)		**Sample Activities:** Students compose an extended constructed response detailing the conflict and cooperation on space and resources in Westward Expansion, paying attention to capitalization of all proper nouns and use of grade level appropriate punctuation.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • capitalization, comma usage, ellipsis usage **The student will perform basic processes, such as:** • demonstrate the use of grade-appropriate conventions in isolation		**Sample Activities:** During warm-ups, student corrects capitalization and punctuation errors in teacher generated examples. For exit ticket students create their own correct example of similar focus skill.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

	LANGUAGE	
	Spelling	
	Grade 8	
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5 *In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • spell grade-appropriate words correctly when writing (L.8.2c)	**Sample Activities:** Through self and peer revision student displays mastery of spelling on quick as well as extended responses.
	Score 2.5 *No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will perform basic processes, such as:** • spell grade-appropriate words correctly in isolation	**Sample Activities:** Students actively track spelling patterns or rules when working on vocabulary.
	Score 1.5 *Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5 *With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

LANGUAGE			
Language Conventions			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will use grade-appropriate knowledge of language and its conventions when writing, speaking, reading, or listening (L.8.3):** • 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) (L.8.3a)		**Sample Activities:** While writing formal research paper or letter present active and passive voice mini-lesson, using online resource, **"Active and Passive Voice" on Purdue's OWL site.** Then have them review and revise their own writing where appropriate.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • action, active voice, actor, conditional mood, contrary, effect, passive voice, subjunctive mood, uncertainty, verb **The student will perform basic processes, such as:** • identify examples of the use of active and passive voice and conditional and subjunctive mood to achieve particular effects		**Sample Activities:** Use **Purdue's OWL** site to go over the many uses and examples of active and passive voice, then have students create five sentences using passive voice, trade papers and have partner change sentences to active voice.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

LANGUAGE			
Context Clues			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a grade-appropriate word or phrase (L.8.4a)		**Sample Activities:** While reading poetry for understanding students actively annotate text noting context clues. In discussion of text students must be able to support their understanding pointing to specific contextual clues.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • clue, context, function, meaning, paragraph, phrase, position, sentence, word **The student will perform basic processes, such as:** • demonstrate the use of context clues using structured sentences in isolation		**Sample Activities:** During reading groups or whole group instruction teacher models using context clues within sentences. Students then use think, pair, share to find similar examples.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		

		LANGUAGE	
	**Word Origins and Roots**		
	**Grade 8**		
Score 4.0		**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0		**The student will:** • use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*) (L.8.4b)	**Sample Activities:** Students use their personally created Roots and Affix chart as a reference tool when writing or reading.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0		**The student will recognize or recall specific vocabulary, such as:** • affix, clue, meaning, root, word **The student will perform basic processes, such as:** • recognize or recall the meanings of grade-appropriate Greek or Latin affixes and roots	**Sample Activities:** Students practice with flashcards of the roots and affixes.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0		**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0		**Even with help, no success**	

LANGUAGE		
Reference Materials		
Grade 8		
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**	
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • consult general and specialized grade-appropriate reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech (L.8.4c) • verify the preliminary determination of the meaning of a grade-appropriate word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) (L.8.4d)	**Sample Activities:** Students use dictionaries, glossaries and thesauruses to complete complex crosswords and cloze unit activities as introductions to units.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • clarify, context, determination, dictionary, digital, general, glossary, inferred meaning, meaning, part of speech, phrase, precise, preliminary, print, pronunciation, reference, specialized, thesaurus, word **The student will perform basic processes, such as:** • demonstrate the use of general and specialized grade-appropriate reference materials in isolation	**Sample Activities:** Students play "dictionary" and race to find definitions, synonyms, pronunciations and other called for elements of words.
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**	
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**	

LANGUAGE			
Word Relationships			
Grade 8			
Score 4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**		
	Score 3.5	*In addition to score 3.0 performance, partial success at score 4.0 content*	
Score 3.0	**The student will:** • use the relationship between particular grade-appropriate words to better understand each of the words (L.8.5b)		**Sample Activities:** Students actively look for relationship words for context clues in their reading and employ them in their own writing to aid understanding.
	Score 2.5	*No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content*	
Score 2.0	**The student will recognize or recall specific vocabulary, such as:** • relationship, word **The student will perform basic processes, such as:** • identify the relationship between particular grade-appropriate words		**Sample Activities:** Students are occasionally asked to sort vocabulary word banks into different categories. (part of speech, degrees, synonyms/antonyms, specific character traits, etc.)
	Score 1.5	*Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content*	
Score 1.0	**With help, partial success at score 2.0 content and score 3.0 content**		
	Score 0.5	*With help, partial success at score 2.0 content but not at score 3.0 content*	
Score 0.0	**Even with help, no success**		