

Proficiency Scales

Language Arts
Grade 8
2020



SOUTHWESTERN UNION
EDUCATION

PROFICIENCY SCALES

Proficiency scales serve as a starting point for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

A proficiency scale is composed of a series of levels as follows:

Score 3.0—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

Score 2.0—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

Score 4.0—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

Scores 1.0 and 0.0—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

Half-point Scores—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

Proficiency scales become the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

The proficiency scales are organized according to the domains and strands in the NAD standards.

The cognitive rigor or complexity of the 3.0 learning targets has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

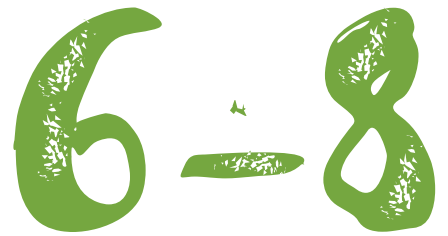
Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

DISCIPLINARY TRANSFER GOALS

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose, and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.

ESSENTIAL QUESTIONS AND BIG IDEAS for READING DOMAINS



Reading Foundations, Literature and Informational Text

Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?

Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Writing

Essential Question: How can we honor God when we write for a variety of purposes and audiences?

Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.

Speaking and Listening

Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.



Subject: Language Arts	Domain: Reading/Reading Foundations Strand: Fluency	Grade: 8
-------------------------------	--	-----------------

Standards: LA.8.RF.1 Read orally, demonstrating understanding of the material and awareness of the audience
LA.8.RF.2 Adapt pace and reading techniques for different purposes in oral and silent reading

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: <ul style="list-style-type: none">Adapt pace and reading techniques for different purposes in oral and silent reading DOK 2 I can adapt my oral and silent reading for different purposes.	
	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 vocabulary such as: <ul style="list-style-type: none"><i>Adapt, audience, pace, purpose, technique</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Read orally, demonstrating understanding of the material and awareness of the 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	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **8**
Strand: **Key Ideas and Details**

Standards: LA.8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RL.8.1)
LA.8.RI.1 Cite the textual evidence that most strongly supports an analysis of what the text says both explicitly and implicitly (RI.8.1)

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: <ul style="list-style-type: none">Cite textual evidence that supports an analysis of what a grade-appropriate story or informational text says explicitly, as well as to support inferences drawn from the text DOK 3 I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story or informational 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 vocabulary such as: <ul style="list-style-type: none"><i>Analysis, cite, explicit, inference, logical, support, text, textual evidence</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Describe what a grade-appropriate story or informational text says explicitly and draw logical inferences	
	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	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **8**
Strand: **Key Ideas and Details**

Standards: LA.8.RL.2 Analyze the development of a theme throughout the text, including its relationship to the characters, setting, and plot (RL.8.2); connect the text to one's personal worldview

LA.8.RI.2 Analyze the development of a main idea throughout the text, including its relationship to supporting ideas (RI.8.2); connect the text to one's personal worldview

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	<p>The student will:</p> <ul style="list-style-type: none">Analyze the development of a theme or main idea over the course of a grade-appropriate piece of literature, including its relationship to characters, setting, and plot DOK 3 I can use details from the text to determine the theme or message of a piece of literature.Analyze the development of a main idea over the course of a grade-appropriate informational text, including its relationship to supporting ideas DOK 3 I can find the main idea of an informational text and explain how it develops throughout the text.Provide an objective summary of a grade-appropriate piece of literature or informational text DOK 3 I can give an unbiased summary of a piece of literature or informational 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	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Analyze, main idea, character, development, informational, literature, objective, plot, relationship, setting, summarize, summary, supporting detail, text, theme, worldview</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Determine a theme or main idea of a grade-appropriate piece of literature or informational textSummarize a grade-appropriate piece of literature or informational text using a teacher-provided graphic organizer (e.g., <i>The theme or main idea of the text is _____. Details that support the theme or main idea include: _____. </i>)Connect a piece of literature or informational text to one's personal worldview	

	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	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 8
		Strand: Key Ideas and Details	
Standards: LA.8.RL.3 Analyze how dialogue or incidents in a story or drama propel the action, reveal character, and/or provoke a decision (RL.8.3) LA.8.RI.3 Evaluate how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) (RI.8.3)			
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: <ul style="list-style-type: none">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 DOK 2 I can explain how dialogue and actions in a story work to develop the story.Analyze how a grade-appropriate informational text makes connections among and distinctions between individuals, ideas, or events (<i>e.g., through comparisons, analogies, or categories</i>) DOK 3 I can compare and contrast individuals, ideas, and events in an informational 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 vocabulary such as: <ul style="list-style-type: none"><i>Action, analogy, analyze, category, character, comparison, connection, decision, dialogue, distinction, drama, event, idea, impact, incident, individual, propel, provoke, reveal, story, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Identify lines of dialogue or incidents that have an impact on a grade-appropriate storyDescribe the connections between individuals, ideas, or events in a grade-appropriate informational 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	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**
Strand: **Craft and Structure**Grade: **8**

Standards: LA.8.RL.4 Determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RL.8.4)

LA.8.RI.4 Determine the meaning of words and phrases in context, including figurative, connotative, and technical meanings; analyze the impact of specific word choices, analogies, or allusions to other texts on meaning and tone (RI.8.4)

LA.8.L.6 Acquire and use content-specific words and phrases (L.8.6)

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	<p>The student will:</p> <ul style="list-style-type: none">Analyze the impact of specific word choices on meaning and tone in grade-appropriate literature or informational text, including analogies or allusions to other texts DOK 3 I can identify how certain word choices influence the meaning and tone of a text.Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression DOK 3 I can show new knowledge of vocabulary when I think about how words or phrases are important to the meaning or expression.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Academic, allusion, analogy, analyze, comprehension, connotative, domain-specific, expression, figurative, impact, meaning, phrase, technical meaning, text, tone, vocabulary, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify specific words that impact meaning and tone in grade-appropriate literature or informational textIdentify analogies or allusions to other texts in grade-appropriate literature or informational textDetermine the meaning of words and phrases as they are used in grade-appropriate literature and informational text, including figurative, connotative, and technical meaningsAcquire and use accurately grade-appropriate general academic and domain-	

	specific words and phrases	
	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	



Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: 8
		Strand: Craft and Structure	
Standards: LA.8.RL.5 Compare and contrast two or more texts and analyze how the structure of each contributes to its meaning and style (RL.8.5) LA.8.RI.5 Analyze paragraph structure, including the role of particular sentences in developing and refining a key concept (RI.8.5)			
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: <ul style="list-style-type: none">Compare and contrast the structure of two or more grade-appropriate pieces of literature and analyze how the differing structure of each text contributes to its meaning and style DOK 3 I can explain how the structural differences of two or more pieces of literature contribute to their meaning and style.Analyze in detail the structure of a specific paragraph in a grade-appropriate informational text, including the role of particular sentences in developing and refining a key concept DOK 3 I can break a paragraph in an informational text into sentences to identify and analyze their functions within the paragraph.		
	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 vocabulary such as: <ul style="list-style-type: none">Analyze, compare, concept, contrast, detail, develop, informational, literature, meaning, paragraph, refine, role, sentence, structure, style, text The student will perform basic processes, such as: <ul style="list-style-type: none">Describe the structure of a grade-appropriate piece of literatureDescribe the structure of a specific paragraph in a grade-appropriate informational textRecognize signal words or phrases associated with text structure (e.g., following, compared with, therefore, as a result of) in a grade-appropriate 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	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**
Strand: **Craft and Structure**Grade: **8**

Standards: LA.8.RL.6 Analyze how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor (RL.8.6)

LA.8.RI.6 Determine an author's point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints (RI.8.6)

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	<p>The student will:</p> <ul style="list-style-type: none">Analyze how differences in the points of view of the characters and the audience or reader (<i>e.g., created through the use of dramatic irony</i>) create such effects as suspense or humor in a grade-appropriate piece of literature DOK 3 I can think and talk about how an author develops and contrasts the points of view of the different characters or narrators in a piece of literature.Analyze how an author acknowledges and responds to conflicting evidence or viewpoints in a grade-appropriate informational text DOK 3 I can determine an author's point of view in a piece of informational text and explain how the author acknowledges and responds to others' opinions.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Analyze, author, character, dramatic irony, evidence, humor, information, literature, narrator, point of view, purpose, suspense, viewpoint</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the differences in the points of view of characters and narrators in a grade-appropriate piece of literatureDetermine an author's point of view or purpose in a grade-appropriate informational 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	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **8**
Strand: **Integration of Knowledge and Ideas**

Standards: LA.8.RL.7 Analyze the extent to which print, multimedia, or live production of a story or drama accurately portrays the original, evaluating the choices made by the authors, directors, or actors (RL.8.7)
LA.8.RI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea (RI.8.7)
LA.8.RL.9 Make connections between a text and personal life experiences, other texts, and the world
LA.8.RI.12 Use a variety of reference and research materials, both print and digital

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	<p>The student will:</p> <ul style="list-style-type: none"> 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 DOK 3 I can discuss how a film or live production of a story or drama is similar to or different from the text. Evaluate the advantages and disadvantages of using different medium (e.g., print or digital text, video, multimedia) to present a particular topic or idea DOK 3 I can evaluate the advantages and disadvantages of presenting information in various formats. Make connections between texts, other texts, and the world DOK 3 I can tell how texts I read are similar to other texts I have read and to things I know about the world. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Actor, advantage, analyze, compare, contrast, depart, digital, director, disadvantage, drama, evaluate, faithful, film, idea, live, medium, multimedia, print, production, script, story, text, topic, version, video</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> 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 	

	<ul style="list-style-type: none"> • Make connections between a text and personal life experiences 	
	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	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **8**
Strand: **Integration of Knowledge and Ideas**

Standard: LA.8.RI.8 Evaluate the validity of an argument, recognizing when irrelevant evidence is introduced (RI.8.8)

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	<p>The student will:</p> <ul style="list-style-type: none">Evaluate the argument and specific claims in a grade-appropriate informational text, assessing whether the reasoning is sound and the evidence is relevant and sufficient DOK 3 I can locate and judge arguments or claims in an informational text and determine whether or not there is enough relevant evidence to support the argument.Identify irrelevant evidence in a grade-appropriate informational text DOK 3 I can identify irrelevant evidence in an informational 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	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Argument, assess, claim, evaluate, evidence, irrelevant, reasoning, relevant, sound, sufficient, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Delineate the argument and specific claims in a grade-appropriate informational textRecognize examples of irrelevant evidence in isolation	
	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	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **8**
Strand: **Integration of Knowledge and Ideas**

Standards: LA.8.RL.8 Analyze how some works of fiction draw on elements (e.g., themes, patterns of events, character types) of traditional literature and describe how the material is rendered new (RL.8.9)

LA.8.RI.9 Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (RI.8.9)

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	<p>The student will:</p> <ul style="list-style-type: none">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 DOK 3 I can analyze a fiction text and connect its themes, events, or characters to a mythical, traditional, or religious piece of writing.Analyze how or why two or more grade-appropriate informational texts provide conflicting information on matters of facts or interpretation on the same topic DOK 3 I can analyze two or more informational texts on the same topic to identify examples of conflicting facts or interpretation.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Analyze, character, conflict, fact, fiction, interpretation, modern, myth, religious, render, source, story, text, theme, topic, traditional</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify examples of themes, patterns of events, or character types from myths, traditional stories, or religious works in modern works of fictionIdentify where two grade-appropriate informational texts disagree on matters of facts or interpretation	
	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	



Subject: Language Arts **Domain: Reading/Literature, Informational Text** **Grade: 8**
Strand: Range of Reading and Level of Text Complexity

Standards: LA.8.RL.10 Select literature that reflects the principles of God's Word
LA.8.RI.10 Select informational text that affirms the principles in God's Word
LA.8.RL.13 Read literature for pleasure, personal growth, and spiritual development
LA.8.RI.13 Read literary nonfiction for pleasure, personal growth, and spiritual development

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	<p>The student will:</p> <ul style="list-style-type: none"> Read literature for pleasure, personal growth, and spiritual development DOK 3 I can read literature for pleasure, personal growth, and spiritual development. Read informational texts for pleasure, personal growth, and spiritual development DOK 3 I can read informational texts for pleasure, personal growth, and spiritual development. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Affirm, development, God's Word, growth, information, literature, personal, pleasure, principle, select, spiritual, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Select literature and informational texts that affirm the principles in God's Word 	
	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
-----------	----------------------------



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **8**
Strand: **Range of Reading and Level of Text Complexity**

Standards: LA.8.RL.11 Read and comprehend literature of appropriate complexity, independently and proficiently (RL.8.10)
LA.8.RI.11 Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.8.10)
LA.8.RL.12 Self-monitor reading strategies and make modifications as needed

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: <ul style="list-style-type: none">Read and comprehend grade-appropriate literature and informational text, self-monitoring reading strategies and making modifications as necessary DOK 3 I can read and understand eighth grade literature and informational texts independently.	
	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 vocabulary such as: <ul style="list-style-type: none"><i>Comprehend, informational, literature, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Read grade-appropriate literature and informational text using a teacher-directed comprehension strategy (e.g., <i>modeling, predicting, questioning, graphic organizers/scaffolding, reciprocal reading, outlining, and note taking</i>)	
	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	

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Text Types and Purposes**

Standards: LA.8.W.1 Write arguments to support claims that include: an introduction; clear and logical reasoning validated by well-organized evidence from credible sources; acknowledgement of alternate or opposing claims; transitional words, phrases, and clauses; a style appropriate for the audience; and a supported conclusion (W.8.1)

LA.8.W.4 Write for meaning from a biblical worldview

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 arguments that: introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the argument presented

DOK 3

I can write arguments and use clear reasons and relevant evidence to support my claims.

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 vocabulary such as:

- *Accurate, alternate, argument, biblical worldview, claim, clarify, clause, cohesion, concluding statement, counterclaim, credible, evidence, formal style, introduce, logical, opinion, opposing, organize, phrase, position, 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 (*e.g., include all of the 3.0 elements*)
- Write for meaning from a biblical worldview

	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	

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Text Types and Purposes**

Standards: LA.8.W.2 Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content (e.g., facts, definitions, quotations, examples); transitions and content-specific vocabulary; organizational structure (e.g., definition, classification, comparison/contrast, cause/effect); formatting (e.g., headings); multimedia and graphics (e.g., charts, tables) when useful; style appropriate for the audience; and a supported conclusion (W.8.2)

LA.8.W.4 Write for meaning from a biblical worldview

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	<p>The student will:</p> <ul style="list-style-type: none">Write informative/explanatory texts that: introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., charts, tables</i>), and multimedia when useful to aiding comprehension; develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; use precise language and domain-specific vocabulary to inform about or explain the topic; establish and maintain a formal style; provide a concluding statement or section that follows from and supports the information or explanation presented DOK 3 <p>I can write organized and informative pieces, with relevant content to explore a topic and express ideas, concepts, and information.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Analysis, biblical worldview, category, chart, clarify, cohesion, comprehension, concept, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, fact, formal style, formatting, graphic, heading, idea, inform, information, informative/explanatory, introduce, multimedia, organization, organize, precise, preview, quotation, relationship, relevant, selection, support, table, topic, transition, varied</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify the characteristics of a model informative/explanatory pieceGenerate a list of details from relevant information related to a topic	

	<ul style="list-style-type: none"> • Write informative/explanatory pieces using a teacher-provided template (<i>e.g., include all of the 3.0 elements</i>) • Write for meaning from a biblical worldview 	
	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	

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Text Types and Purposes**

Standards: LA.8.W.3 Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description, pacing, reflection); relevant descriptive details; sensory details; precise words and phrases; transitions to signal shifts in time or setting and show relationships among experiences and events; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.8.3)

LA.8.W.4 Write for meaning from a biblical worldview

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	<p>The student will:</p> <ul style="list-style-type: none">Write narratives that: 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; use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; 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; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provide a conclusion that follows from and reflects on the narrated experiences or events DOK 3 <p>I can write narrative stories with good technique, appropriate detailed descriptions, and logical sequences.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Action, biblical worldview, character, clause, conclusion, context, convey, description, detail, dialogue, engage, event, experience, logical, narrative, narrator, organize, orient, pacing, phrase, plan, point of view, precise, reflection, relationship, relevant, sensory, sequence, setting, technique, time frame, transition</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Use a teacher-provided template for planning and organizing a narrativeDescribe the use of narrative techniques such as dialogue, pacing, description, and reflection, and the use of transition words, phrases, and clausesWrite narratives using a teacher-provided template or graphic organizer (e.g.,	

	<p><i>My story is about _____. This is the order in which things happened: _____. This is what happened at the end: _____.)</i></p> <ul style="list-style-type: none"> • Write for meaning from a biblical worldview 	
	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	

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Production and Distribution of Writing****Standards:** LA.8.W.5 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.8.4)

LA.8.W.11 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 discipline-specific tasks, purposes, and audiences (W.8.10)

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	<p>The student will:</p> <ul style="list-style-type: none">Produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience (e.g., <i>opinion, informative/explanatory, narrative, and research writing</i>) DOK 3 <p>I can produce clear writing with appropriate development, organization, and style to suit my task, purpose, and audience.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Audience, coherent, development, informative/explanatory, narrative, opinion, organization, purpose, research, style, task</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Describe the task, purpose, and audience for a given writing taskDescribe how to modify samples of writing for a specific task, purpose, and audienceProduce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer (e.g., <i>My topic is _____. Details about my topic include:_____.</i>)Write routinely over extended time frames (e.g., <i>time for research, reflection, and revision</i>) and shorter time frames (e.g., <i>a single sitting or a day or two</i>) for a range of discipline-specific tasks, purposes, and audiences	
	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	

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Production and Distribution of Writing**

Standards: LA.8.W.6 With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.8.5)

LA.8.W.7 Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas, and to interact and collaborate (W.8.6)

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	<p>The student will:</p> <ul style="list-style-type: none">Develop and strengthen grade-appropriate writing by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed DOK 3 I can plan, revise, edit, rewrite, or try a new approach in my writing with some help from peers and adults.Use technology, including the Internet, to produce and publish grade-appropriate writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others DOK 2 I can use different forms of technology to create and publish my writing, effectively present the relationship between my ideas and information, and interact and collaborate with others.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Audience, collaborate, edit, idea, information, interact, Internet, plan, publish, purpose, relationship, relevant, revise, rewrite, source, technology</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Plan writing using a teacher-provided planning template or graphic organizer (e.g., <i>My topic is _____. Details about my topic include:_____.</i>)Revise and edit writing based on teacher and peer feedbackDemonstrate the features of various grade-appropriate technologies (e.g., <i>word processor, online work space, presentation software</i>)<i>Identify relevant information from a variety of grade-appropriate sources</i>	

	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	

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Research to Build and Present Knowledge**

Standard: LA.8.W.8 Conduct short research projects to answer questions (including self-generated questions), drawing on several sources and generating additional questions for multiple avenues of exploration (W.8.7)

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: <ul style="list-style-type: none">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 DOK 3 I can use various sources to complete short research projects in order to answer a question I have created myself, and develop more related questions about the topic for further exploration.	
	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 vocabulary such as: <ul style="list-style-type: none"><i>Avenue of exploration, focused, question, related, research, research project, source</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Develop a grade-appropriate research questionDemonstrate each step of the research process in isolation using a teacher-provided template (e.g., <i>develop research questions, locate appropriate sources, record information related to topic, and/or form questions not answered in current sources</i>)	
	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
-----------	----------------------------

Subject: **Language Arts**Domain: **Writing**Grade: **8**Strand: **Research to Build and Present Knowledge**

Standard: LA.8.W.9 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism; follow a standard format for citation (W.8.8)

LA.8.W.10 Draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9)

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	<p>The student will:</p> <ul style="list-style-type: none">Gather relevant information from multiple grade-appropriate print and digital sources, using search terms effectively and assessing the credibility and accuracy of each source DOK 3 I can determine if a source is credible and accurate when I gather new information from books or technology.Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation DOK 3 I can quote or paraphrase from print and digital sources without plagiarizing and correctly cite sources within or at the end of my writing.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Accuracy, citation format, cite, conclusion, credibility, data, digital, information, paraphrase, plagiarism, print, quote, relevant, search, source, term</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Use a teacher-provided template to compile and cite grade-appropriate informationDescribe the criteria for credible and accurate sources	
	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	

Subject: **Language Arts**Domain: **Speaking and Listening**Grade: **8**Strand: **Comprehension and Collaboration**

Standard: LA.8.SL.1 Engage in collaborative conversations in diverse groups, extending others' ideas and expressing one's own with clarity: prepare by reading or researching material, reflect on ideas under discussion, and refer to the material during discussion; follow rules for collegial discussions; pose questions that connect the ideas of several speakers; acknowledge new information expressed by others (SL.8.1)

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	<p>The student will:</p> <ul style="list-style-type: none">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 (<i>e.g., 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; pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas; acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented</i>) DOK 3 <p>I can effectively participate in different types of discussions and with different people about eighth grade topics, texts, and issues.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Connect, deadline, decision, discussion, diverse, evidence, explicit, goal, idea, information, issue, justify, observation, pose, preparation, probe, qualify, question, refer, reflect, relevant, research, respond, role, text, topic, view, warranted</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as neededParticipate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate mannerPrepare for participation in a discussion	

	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	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 8
		Strand: Comprehension and Collaboration	
Standards: LA.8.SL.2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) (SL.8.2) LA.8.SL.3 Evaluate the speaker’s logic, identifying relevant and irrelevant evidence (SL.8.3)			
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: <ul style="list-style-type: none">Analyze the purpose of information presented in diverse grade-appropriate media and formats (e.g., visually, quantitatively, orally) DOK 3 I can identify a purpose behind information presented visually, in numbers, or orally.Evaluate the motives (e.g., social, commercial, political) behind information presented in diverse grade-appropriate media and formats DOK 3 I can evaluate whether the purpose for presenting information in various formats is motivated by social, commercial, or political reasons.Evaluate the speaker’s argument, the soundness of the reasoning, and relevance and sufficiency of the evidence and identify when irrelevant evidence is introduced DOK 3 I can determine whether or not there is enough relevant evidence to support an argument.		
	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 vocabulary such as: <ul style="list-style-type: none">Argument, claim, commercial, diverse, evidence, format, information, irrelevant, media, motive, orally, political, quantitative, reasoning, relevance, social, soundness, sufficiency, visual The student will perform basic processes, such as: <ul style="list-style-type: none">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		
	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	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 8
		Strand: Presentation of Knowledge and Ideas	
Standards: LA.8.SL.4 Present claims and findings on an issue or topic in a focused, coherent manner, using relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4) LA.8.SL.7 Demonstrate reverence to God when speaking and listening			
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: <ul style="list-style-type: none">Present grade-appropriate claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details DOK 2 I can give a presentation that makes claims using relevant evidence, details, and reasons.		
	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 vocabulary such as: <ul style="list-style-type: none"><i>Claim, coherent, detail, emphasize, evidence, eye contact, finding, focus, point, pronunciation, reasoning, relevant, reverence, salient, sound, valid, volume</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Write a grade-appropriate speech using a teacher-provided graphic organizer or template (e.g., <i>My speech is about: _____. Details about the topic of my speech include: _____.)</i>Use appropriate eye contact, adequate volume, and clear pronunciation when giving a presentationDemonstrate reverence when listening to God’s Word and participating in prayer		
	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	



Subject: Language Arts		Domain: Speaking and Listening	Grade: 8
		Strand: Presentation of Knowledge and Ideas	
Standards: LA.8.SL.5 Generate a variety of media, including digital, for presentations (SL.8.5) LA.8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate (SL.8.6)			
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: <ul style="list-style-type: none">Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest DOK 2 I can give a presentation using interesting multimedia and visual displays to strengthen my claims and make my point clearly.Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate DOK 2 I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and 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 vocabulary such as: <ul style="list-style-type: none"><i>Claim, clarify, context, evidence, finding, formal English, information, integrate, interest, multimedia, presentation, task, visual, visual aid</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Use visual aids for presentation (<i>e.g., white board, pictures</i>)Demonstrate speech to only one contextDescribe the elements of effective presentations		
	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
-----------	----------------------------



Subject: **Language Arts**

Domain: **Language**

Grade: **8**

Strand: **Conventions of Standard English**

Standard: LA.8.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of verbals (e.g., gerunds, participles, infinitives) in general as well as in particular sentences; form and use verbs in the active and passive voice; form and use the indicative, imperative, interrogative, conditional, and subjunctive mood; correct inappropriate shifts in verb voice and mood (L.8.1)

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	<p>The student will:</p> <ul style="list-style-type: none"> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences DOK 2 I can explain verbals (gerunds, participles, infinitives) and how they work in sentences. Form and use verbs in the active and passive voice DOK 2 I can explain the difference between active and passive verbs and use them in sentences. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood DOK 2 I can understand and use these verb forms: indicative, imperative, interrogative, conditional, and subjunctive. Recognize and correct inappropriate shifts in verb voice and mood DOK 2 I can recognize verb shifts between active and passive voice/mood and correct them. 	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Active voice, conditional mood, convention, gerund, grammar, imperative mood, indicative mood, infinitive, interrogative mood, mood, participle, passive voice, sentence, subjunctive mood, usage, verb, verbal, voice</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Use grade-appropriate grammar and usage in isolation 	
	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	

Subject: **Language Arts**Domain: **Language**Grade: **8**Strand: **Conventions of Standard English**

Standard: LA.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., comma, ellipsis, dash) to indicate a break; use an ellipsis to indicate an omission; spell correctly (L.8.2)

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: <ul style="list-style-type: none">• Use punctuation (comma, ellipsis, dash) to indicate a pause or break DOK 2 I can use commas, ellipses, and dashes correctly to show a pause or break in a sentence.• Use an ellipsis to indicate an omission DOK 2 I can use an ellipsis to show that words or phrases have been left out or omitted.	
	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 vocabulary such as: <ul style="list-style-type: none">• <i>Break, comma, convention, dash, ellipsis, omission, pause, punctuation</i> The student will perform basic processes, such as: <ul style="list-style-type: none">• Demonstrate the use of grade-appropriate conventions in isolation	
	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	

Subject: **Language Arts**Domain: **Language**Grade: **8**Strand: **Conventions of Standard English**

Standard: LA.8.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., comma, ellipsis, dash) to indicate a break; use an ellipsis to indicate an omission; spell correctly (L.8.2)

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: <ul style="list-style-type: none">• Spell grade-appropriate words correctly when writing DOK 2 I can spell correctly.	
	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 vocabulary such as: The student will perform basic processes, such as: <ul style="list-style-type: none">• Spell grade-appropriate words correctly in isolation	
	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	



Subject: **Language Arts**

Domain: **Language**
Strand: **Knowledge of Language**

Grade: **8**

Standard: LA.8.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening: use verbs in the active/passive voice and in the conditional/subjunctive mood to achieve particular effect (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact) (L.8.3)

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	<p>The student will:</p> <ul style="list-style-type: none"> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (<i>e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact</i>) DOK 2 <p>I can choose verbs in the active and passive voice and the conditional and subjunctive moods to achieve specific effects in my writing.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"> <i>Action, active voice, actor, conditional mood, contrary, effect, passive voice, subjunctive mood, uncertainty, verb</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify examples of the use of active and passive voice and conditional subjunctive mood to achieve particular effects 	
	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	

Subject: **Language Arts**Domain: **Language**Grade: **8**Strand: **Vocabulary Acquisition and Use**

Standard: LA.8.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.8.4)

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: <ul style="list-style-type: none">• Use context (<i>e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence</i>) as a clue to the meaning of a grade-appropriate word or phrase DOK 3 I can use context clues to figure out what words or phrases mean.	
	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 vocabulary such as: <ul style="list-style-type: none">• <i>Clue, context, determination, dictionary, function, inferred meaning, meaning, paragraph, phrase, position, preliminary, sentence, verify, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">• Demonstrate the use of context clues using structured sentences in isolation• Verify the preliminary determination of the meaning of a grade-appropriate word or phrase (<i>e.g., by checking the inferred meaning in context</i>)	
	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	

Subject: **Language Arts**Domain: **Language**Grade: **8**Strand: **Vocabulary Acquisition and Use**

Standard: LA.8.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.8.4)

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: <ul style="list-style-type: none">Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>) DOK 2 I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes, and roots.	
	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 vocabulary such as: <ul style="list-style-type: none"><i>Affix, clue, meaning, root, word</i> The student will perform basic processes, such as: <ul style="list-style-type: none">Recognize or recall the meanings of grade-appropriate Greek or Latin affixes and roots	
	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	

Subject: **Language Arts**Domain: **Language**
Strand: **Vocabulary Acquisition and Use**Grade: **8**

Standard: LA.8.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use context and grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; consult general/specialized print and digital references to determine the pronunciation, meaning, or part of speech of a word (L.8.4)

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	<p>The student will:</p> <ul style="list-style-type: none">Consult general and specialized grade-appropriate reference materials (e.g., <i>dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech DOK 3 <p>I can use print and digital reference sources to help me find the pronunciations of words and to clarify meanings and parts of speech for new words or phrases.</p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Clarify, determination, dictionary, digital, general, glossary, inferred meaning, meaning, part of speech, phrase, precise, preliminary, print, pronunciation, reference, specialized, thesaurus, verify, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Demonstrate the use of general and specialized grade-appropriate reference materials in isolation (e.g., <i>dictionaries, glossaries, thesauruses</i>)Verify the preliminary determination of the meaning of a grade-appropriate word or phrase (e.g., <i>by checking the inferred meaning in a dictionary</i>)	
	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
-----------	----------------------------

Subject: **Language Arts**Domain: **Language**Grade: **8**Strand: **Vocabulary Acquisition and Use**

Standard: LA.8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings: interpret figures of speech (e.g., irony) in context; use the relationship between particular words to understand their meaning; distinguish among the connotations of words with similar definitions (L.8.5)

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	<p>The student will:</p> <ul style="list-style-type: none">Interpret figures of speech (<i>e.g., verbal irony, puns</i>) in context in a grade-appropriate text DOK 3 I can identify figures of speech, such as puns and verbal irony, and explain their meaning in the context of a sentence.Use the relationship between particular grade-appropriate words to better understand each of the words DOK 3 I can use the relationships between words to help me better understand each of the individual words.Distinguish among the connotations (associations) of words with similar denotations (definitions) (<i>e.g., bullheaded, willful, firm, persistent, resolute</i>) in a grade-appropriate text DOK 3 I can understand the slight differences between words with very similar definitions.	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><i>Association, connotation, definition, denotation, distinguish, figure of speech, interpret, relationship, similar, synonym, text, verbal irony, word</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">Identify figures of speech in a grade-appropriate textIdentify the relationship between particular grade-appropriate 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	