

## **Grade 8 English Language Arts Performance Level Descriptors**

### **Limited**

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for Grade 8 English Language Arts. A student at this level has an **emerging ability** to determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced, and introduce a thesis, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Limited Level** can:

- Identify details to support a basic analysis of the text;
- Identify an explicit theme; provide a partial summary of the text;
- Identify specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character;
- Determines the meaning (including figurative and connotative meanings )of words and phrases;
- Compare and contrast the content of two texts;
- Describe how differences in the points of view or perspectives of the characters or the reader affect the text;
- Describe basic ways in which a film of a story or drama stays faithful to or departs from the text or script;
- Identify how a modern work of fiction alludes to patterns of events or character types from myths, traditional stories, or religious works.

When reading informational text, a student at the **Limited Level** can:

- Identify evidence to support an analysis of what the text says explicitly;
- Identify a central idea of a text and provide a basic summary of the text;
- Describe how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories);
- Determine the meaning of words and phrases, including figurative and connotative meanings;
- Describe the structure of a specific paragraph in a text and describe the role of particular sentences in creating that structure;
- Identify an author's perspective or purpose in a text and identify examples where the author acknowledges or responds to conflicting evidence or viewpoints;
- Compare and contrast explicit difference in the use of different media in presenting a particular topic or idea;

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- Delineate the argument and specific claims in a text, describing the reasoning and evidence used to support the claims;
- Describe a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree.

When writing, a student at the **Limited Level** can:

- Attempt a thesis, claim, or controlling idea with significant lapses in focus, lack a counterclaim when appropriate, use inconsistent or unclear organizational structure, lack evidence, employ the most basic sentence construction and word choice;
- Demonstrate a lack of command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

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### **Basic**

A student performing at the **Basic Level** demonstrates partial command of Ohio's Learning Standards for Grade 8 English Language Arts. A student at this level has a **general ability** to determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced, and introduce a thesis, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Basic Level** can:

- Cite examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text;
- Identify a theme of a text; analyze characters, setting and plot; provide a simple summary of the text that includes a theme;
- Describe how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character;
- Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the impact of word choices on meaning, mood, and tone, including analogies or allusions to other texts;
- Compare and contrast the structure of two or more texts, describing the connection to their meaning and style;
- Analyze how differences in the points of view and perspectives of the characters or the reader affect the text;
- Describe the extent to which a film of a story or drama stays faithful to a text or script, identifying how differences made by directors or actors affects meaning;
- Identify how a modern work of fiction alludes to explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

When reading informational text, a student at the **Basic Level** can:

- Cite examples of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text;
- Identify a central idea of a text and follow its development over the course of a text; provide a simple, summary of the text that includes a central idea;
- Analyze how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories);
- Determine the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone;

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- Describe and identify the structure of a specific paragraph in a text and describe the role of particular sentences in developing and refining a key concept;
- Identify an author's perspective or purpose in a text and describe how the author acknowledges and responds to conflicting evidence or viewpoints;
- Compare and contrasts the use of different media in presenting a particular topic or idea;
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;
- Explain a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

When writing, a student at the **Basic Level** can:

- Provide a thesis, claim, or controlling idea with lapses in focus, attempt to include a counterclaim when appropriate, use inconsistent or unclear organizational structure, include loosely related support by referencing evidence that demonstrates a partial understanding of grade-level texts, employ simple sentence construction and word choice;
- Demonstrate a basic command of the conventions of grade-appropriate standard English grammar, usage, and mechanics.

## **Grade 8 English Language Arts Performance Level Descriptors**

### **Proficient**

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for Grade 8 English Language Arts. A student at this level has a **consistent ability** to determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced, and introduce a thesis, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Proficient Level** can:

- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;
- Determine a theme of a text and analyze its development over the course of a text, including its relationship to the characters, setting and plot; provide an objective summary of the text that includes a theme and its relationship to story elements;
- Analyze how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision;
- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; uses common, Greek or Latin affixes and roots as context clues; analyzes the impact of specific word choices on meaning, mood, and tone, including analogies or allusions;
- Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style;
- Analyze how differences in the points of view and perspectives of the characters or the reader create such effects as suspense or humor in the text;
- Analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors;
- Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

When reading informational text, a student at the **Proficient Level** can:

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text;
- Determine a central idea of a text and analyze its development over the course of a text, including its relationship to supporting ideas, and provide an objective summary of the text that includes a central idea and its relationship to ideas;

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- Analyze how a text makes connections among and distinctions between individuals, ideas, or events;
- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, technical, and nuanced meanings; uses common, Greek or Latin affixes and roots as clues to the meaning of a word; analyze the impact of specific word choices on meaning and tone;
- Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept;
- Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints;
- Evaluate the advantages and disadvantages of using different media to present a particular topic or idea;
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognize when irrelevant evidence is introduced;
- Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

When writing, a student at the **Proficient Level** can:

- Adequately sustain a focused thesis, claim, or controlling idea, acknowledge a counterclaim when appropriate, include a clear organizational structure that provides a sense of completeness, provide adequate support by citing evidence that demonstrates an understanding of grade-level texts, introduce some variation in sentence structure and adequate word choice;
- Demonstrate command of the conventions of standard English grammar, usage, and mechanics.

## **Grade 8 English Language Arts Performance Level Descriptors**

### **Accelerated**

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for Grade 8 English Language Arts. A student at this level has a **superior ability** to determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced, and introduce a thesis, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Accelerated Level** can:

- Cite the textual evidence that most strongly supports a deep analysis of the text as well as inferences drawn from the text;
- Analyze a theme and its development over the course of a text; evaluate its relationship to the narrative elements; provide a specific objective summary of the text that incorporates a theme and its relationship to story elements;
- Analyze the effectiveness of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision;
- Determine figurative, connotative, and nuanced meanings of words and phrases; use common, Greek or Latin affixes and roots as context clues; analyzes the impact of word choices on meaning, mood, and tone;
- Compare and contrast the structure of two or more texts, analyzing how differing structures effectively contribute meaning and style;
- Analyze how differences in the viewpoints and perspectives of the characters and reader create such effects as suspense or humor and describe their impact on the text;
- Analyze the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors and examining alternate treatments;
- Cite specific evidence to support an analysis of how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

When reading informational text, a student at the **Accelerated Level** can:

- Cite the textual evidence that most strongly supports a deep analysis of the text as well as inferences drawn from the text;
- Analyze a central idea and its development over the course of a text; evaluate the strength of each supporting idea; provide a specific, objective summary of the text that incorporates a central idea and its relationship to ideas;

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- Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and analyze their rhetorical impact on the text;
- Determine the meaning of complex words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots with limited context; analyze and evaluate the impact of word choices on meaning and tone, including analogies or allusions to other texts;
- Evaluate the structure of a specific paragraph and its role, including the role of particular sentences in developing and refining a key concept;
- Analyze an author's perspective or purpose in a text and evaluates how the author acknowledges and responds to conflicting evidence or viewpoints;
- Evaluate the advantages and disadvantages of using different media to present a particular topic or idea using specific evidence as support;
- Explicate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient, and recognizes when irrelevant evidence is introduced;
- Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation, describing the strength or reliability of each.

When writing, a student at the **Accelerated Level** can:

- Sustain a focused, thesis, controlling idea, or claim to fully examine concepts, fully address a counterclaim when appropriate, utilize an effective organizational structure that creates a coherent presentation of ideas with relevant and varied types of support by citing evidence that demonstrates a strong understanding of grade-level texts, and vary sentence structure with purposeful word choice to enhance meaning;
- Demonstrate a strong command of the conventions of standard English grammar, usage, and mechanics.

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### Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for Grade 8 English Language Arts. A student at this level has a **sophisticated ability** to determine a theme, including its relationship to the characters, setting and plot, or central idea of a text and analyze its development over the course of a text, while providing an objective summary of the text, delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient while recognizing when irrelevant evidence is introduced, and introduce a thesis, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

When reading literary text, a student at the **Advanced Level** can:

- Cite the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text;
- Evaluate multiple or implicit themes and provides a deep analysis about their development over the course of a text; evaluate their relationship to the narrative elements; provide a succinct objective summary of the text that incorporates a theme and its relationship to story elements;
- Analyze and evaluate the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision;
- Determine the meaning of complex words and phrases as they are used in the text, including figurative, connotative, and nuanced meanings; uses common, Greek or Latin affixes and roots as context clues; analyze subtle differences that impact meaning, mood, and tone, including analogies or allusions;
- Compare and contrast the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style and evaluating their effectiveness;
- Analyze how differences in the viewpoints and perspectives of the characters and reader create such effects as suspense or humor and analyze their impact on the text;
- Analyze the extent to which a film of a story of drama stays faithful to or departs from the text or script, evaluating choices made by directors or actors, interpreting the effectiveness of the adaptation, and examining alternate treatments;
- Cite specific evidence that most strongly supports a deep analysis of how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, or religious works, including how the material is rendered new.

When reading informational text, a student at the **Advanced Level** can:

- Cite the textual evidence that most strongly supports a deep analysis of the text as well as complex inferences drawn from the text;

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- Evaluate multiple or implicit central ideas and provide a deep analysis about their development over the course of a text; evaluate how supporting ideas connect to the central idea; provide a succinct, objective summary of the text that incorporates central ideas and their relationship to ideas;
- Analyze how a text makes implicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories) and evaluate their rhetorical impact on the text;
- Evaluate the meaning and use of words and phrases, including figurative, connotative, technical, and nuanced meanings as well as Greek or Latin affixes and roots; analyze and evaluates the subtle impact of word choices on meaning and tone, including analogies or allusions to other texts;
- Evaluate the rhetorical effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept;
- Analyze an author's perspective or purpose in a text and evaluate the rhetorical effect of how the author acknowledges and responds to conflicting evidence or viewpoints;
- Evaluate the advantages and disadvantages of using different media to present a particular topic or idea, providing specific evidence to support the evaluation while addressing the effectiveness of the presentation;
- Explicate and evaluate the argument and specific claims in a text, citing specific language in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient, and recognize when irrelevant evidence is introduced and justify reasoning;
- Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each source regarding different points.

When writing, a student at the **Advanced Level** can:

- Thoroughly sustain a compelling, focused thesis, claim, or controlling idea to examine concepts, and a fairly treated and fully addressed counterclaim when appropriate, utilize a purposeful organizational structure that creates coherence with specific, appropriate, and integrated support that demonstrates a nuanced understanding of grade-level texts, and purposefully employ sentence structure and word choice to enhance meaning;
- Demonstrate a mature command of the conventions of standard English grammar, usage, and mechanics.