

8th Grade English — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
Production of Writing (POW) Students apply their understanding of the rhetorical purpose and focus of a piece of writing to develop a topic effectively. They use various strategies to achieve logical organization, topical unity, and general cohesion in grade-level appropriate narrative and informational texts.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> is working on determining the author’s specific rhetorical purpose and/or thesis in an essay. is working on determining how individual sentences contribute to the overall purpose and cohesion of ideas in an essay. is working on determining how specific words and phrases achieve rhetorical effects in an essay. determines the main idea of a somewhat complex paragraph. identifies supporting details in a paragraph. is working on logically and fluidly connecting ideas across paragraphs. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> provides a thesis statement that introduces the main focus of an essay. determines the purpose of a sentence within a moderately complex paragraph. revises words and phrases to increase the specificity of individual sentences in an essay. provides a sentence that connects a main idea to supporting details in a somewhat complex paragraph. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> determines whether an essay accomplishes a specific rhetorical purpose. determines whether a sentence should be added or deleted to enhance the overall purpose, unity, and logical progression of ideas in a paragraph. determines the purpose of specific words and phrases within a paragraph and within an essay as whole. provides a sentence that introduces a main idea in a complex paragraph. uses a transition word or phrase to logically connect ideas across paragraphs when the relationship between ideas is subtle. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> provides a thesis statement that introduces complex ideas in a paragraph and develops the rhetorical purpose of an essay as a whole. determines whether an essay has a logical sequencing of ideas. determines whether a sentence should be added or deleted to enhance the purpose, unity, and logical progression of ideas in an essay as a whole. revises specific words and phrases to enhance a specific rhetorical effect in a sentence and within an essay as a whole. determines whether supporting details contribute to the overall purpose, unity, and focus of the essay, ensuring a logical development and progression of ideas. uses an apt and precise transition word or phrase to logically connect complex ideas across paragraphs.
Knowledge of Language (KLA) Students demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and informational texts.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> is working on the knowledge and skills needed to communicate ideas and relationships precisely. is working on the knowledge and skills needed to maintain a consistent style and tone. is working on the knowledge and skills needed to identify redundant or unnecessary wording. is working on the knowledge and skills needed to determine figurative and connotative meanings of words in context. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> uses language that communicates simple ideas and obvious relationships in various types of writing. maintains a consistent, obvious tone in various types of writing. uses context to identify and delete expressions that are too informal. recognizes and revises redundant or unnecessary wording within a sentence. determines figurative and connotative meanings of words in context. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> uses language that concisely communicates ideas in various types of writing. maintains a consistent, somewhat subtle tone in various types of writing; uses context to identify and delete expressions that are too informal. recognizes and revises redundant or unnecessary wording within a sentence when the redundancy is subtle. uses a word or phrase to make a subtle distinction between ideas within a sentence. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> uses language that skillfully and purposefully communicates ideas and maintains a stylistic pattern within a sentence or paragraph. maintains a consistent tone in various types of writing when the tone is subtle or changes slightly. uses context to identify and delete expressions that are too informal. enhances tone through precise word choice. recognizes and revises redundant or unnecessary wording when the redundancy is subtle and/or occurs across multiple sentences. uses a word or phrase to make a subtle distinction between complex ideas within a sentence.
Conventions of Standard English (CSE) Students apply their understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts.	<i>A student performing at the Needs Support level:</i> <ul style="list-style-type: none"> ensures consistent verb tense within and between simple sentences. recognizes and corrects obvious errors in sentence structure in a sentence with a structure that is simple for eighth-grade students. is working on ensuring correct verb tense in sentences with more complex structures. is working on determining whether to use an adjective form or an adverb form in sentences with more complex structures. is working on distinguishing the appropriate word in a confused word pair when one of the words is domain specific or less frequently used. recognizes and corrects a variety of comma and apostrophe errors in sentences with a structure that is simple for eighth-grade students. 	<i>A student performing at the Close level:</i> <ul style="list-style-type: none"> recognizes and corrects inappropriate shifts in verb tense between clauses in a compound sentence. recognizes and corrects errors in coordination and subordination in a sentence with a structure that is simple for eighth-grade students. recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is simple for eighth-grade students. recognizes and corrects errors in verb formation or inappropriate shifts in verb tense in a sentence with a structure that is somewhat complex for eighth-grade students. identifies the correct comparative form of an adjective in a sentence with a structure that is simple for eighth-grade students. determines whether an adjective form or an adverb form is called for in a given situation. uses the appropriate word in word pairs that are frequently confused by eighth-grade students. uses the idiomatically appropriate preposition. recognizes and corrects comma errors in sentences with structures and ideas that are somewhat complex for eighth-grade students. 	<i>A student performing at the Ready level:</i> <ul style="list-style-type: none"> recognizes and corrects inappropriate shifts in verb tense when the meaning of an entire sentence must be considered, and the ideas in the sentence are somewhat complex for eighth-grade students. uses appropriate punctuation and/or conjunctions to join multiple clauses. recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is somewhat complex for eighth-grade students. recognizes and corrects faulty verb formation and inappropriate shifts in verb tense across multiple more complex sentences. chooses the correct pronoun case when a pronoun is the subject of a sentence and there is text between subject and verb. uses the correct comparative form of an adjective in a sentence with a structure that is more complex for eighth-grade students. uses commas to set aside information for emphasis. uses apostrophes to form possessive singular and plural nouns. 	<i>A student performing at the Exceeding level:</i> <ul style="list-style-type: none"> recognizes and corrects inappropriate shifts in verb tense throughout a paragraph when the paragraph contains sentence structures and ideas that are somewhat complex for eighth-grade students. recognizes and corrects subtle subordination errors between clauses in a sentence with a structure that is somewhat complex for eighth-grade students. recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is complex for eighth-grade students, including when text intervenes between subject and verb. recognizes and corrects faulty verb formation and inappropriate shifts in verb tense across multiple paragraphs. uses the correct comparative or superlative form of an adjective or adverb in a sentence with a structure that is complex for eighth-grade students. uses appropriate punctuation, including commas and semicolons, to join dependent and independent clauses to form a complete sentence. uses apostrophes to form possessive singular or plural nouns when the structure of the sentence makes it difficult to determine if the possessive form is required.