



English Language Arts Assessment

English Language Arts (ELA) Grade 8 Threshold Achievement Level Descriptors (ALD)

With Claims, Targets and Standards

This document aligns the Oregon ELA Assessment claims and targets with the Oregon English Language Arts (ELA) standards. The claims and targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the Oregon ELA Assessment reports.

CLAIMS AND TARGETS: Content claims are summary statements about the knowledge and skills students are expected to demonstrate on the assessment related to a particular aspect of the standards. Within each claim area, assessment targets were developed to ensure inclusion of standards, learning progressions, and the Depth of Knowledge levels.

DEPTH OF KNOWLEDGE: The DOK level assigned should reflect the level of work students are most commonly required to perform in order for the response to be deemed acceptable. The DOK level should reflect the complexity of the cognitive processes demanded by the task, rather than its difficulty. Ultimately the DOK level describes the kind of thinking required by a task, not whether or not the task is “difficult”.

- **Level 1** requires students to receive or recite facts or to use simple skills or abilities.
- **Level 2** includes the engagement of some mental processing beyond recalling or reproducing a response. Includes conceptual understanding generally refers to the integration and application of concepts and other ideas within a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications.
- **Level 3** requires strategic thinking. Students must be able to support their thinking. Includes, non-routine problem solving like in reading and determining author’s purpose.
- **Level 4** requires extended thinking. Usually requires work over a period of time. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

Target Sampling ELA/Literacy Grades 6-8

Component	Claim	Content Category	Targets	Items	Total Items	
Computer Adaptive (CAT)	1: Reading	Literary	2: Central Ideas	1	4	Approximately 30% of text-related assessment evidence will come from reading and may include stories, poems, plays, myths, or legends.
			4: Reasoning and Evaluation	1		
			1: Key Details	2		
			3: Word Meanings			
			5: Analysis with/across Texts			
			6: Text Structures and Features			
			7: Language Use			
	Informational	9: Central Ideas	2-5	10-12	Approximately 70% of text-related assessment evidence will come from reading texts and may include science, social studies, and technical texts/topics.	
		11: Reasoning and Evaluation				
		8: Key Details	7-10			
		10: Word Meanings				
		12: Analysis with/across Texts				
		13: Text Structures and Features				
	14: Language Use					
2: Writing	Organization/Purpose	1b/3b/6b: Revise Brief Texts	1	6		Approximately 30% of the assessment evidence will come from revising, and/or editing narrative writing.
	Evidence/Elaboration	1b/3b/6b: Revise Brief Texts	1			Approximately 35% of the assessment evidence will come from revising, and/or editing explanatory/informational writing based on evidence from given sources.
		8: Language and Vocabulary Use	1			Approximately 35% of the assessment evidence will come from revising, and/or editing argumentative writing based on evidence from given sources.
	Conventions	9: Edit/Clarify	3			
3: Listening	Listening	4: Listen/Interpret	8-9	8-9		
4: Research	Research	2: Analyze/ Integrate Information	8	8		
		3: Evaluate Information/Sources				
		4: Use Evidence				
Performance Task (PT)	2: Writing	Organization/Purpose	2/4/7: Compose Full Texts	1 Full Write	Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7.	
		Evidence/Elaboration	2/4/7: Compose Full Texts			
			8: Language and Vocabulary Use			
	Conventions	9: Edit/Clarify	0-1 Machine Scored 0-1 Short Text			Students will receive on an additional research item in the ELA PT. Either a machine scored item or a short text item will be assigned and reported under Claim #4 (Research).
	4: Research	Research				
3: Analyze Information/Sources						
4: Use Evidence						

Underlined content from the Oregon Common Core Standards shows what each assessment target could assess.

Claim #1 Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Content Category: Literary Text

Assessment Targets	2: Central Ideas Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.	4: Reasoning and Evaluation Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.	1: Key Details Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	3: Word Meanings Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g. common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	5: Analysis within/across Texts Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.	6: Text Structures and Features Analyze text structures and the impact of those choices on meaning or presentations.	7: Language Use Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.
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Content Standards

<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>RL-2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot; provide an objective summary of the text.</u></p>	<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>RL-3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u></p> <p><u>RL-6 Analyze differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</u></p> <p><u>RL-9 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.</u></p>	<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p>	<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u></p> <p><u>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><u>L-4a Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</u></p> <p><u>L-4b Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</u></p> <p><u>L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u></p> <p><u>L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u></p> <p><u>L-5b Use the relationship between particular to better understand each of the words.</u></p> <p><u>L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</u></p> <p><u>L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or</u></p>	<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>RL-3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u></p> <p><u>RL-6 Analyze differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</u></p>	<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><u>RL-5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u></p>	<p><u>RL-1 Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text</u></p> <p><u>RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u></p> <p><u>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><u>L-5a Interpret figures of speech (e.g., verbal irony, puns) in context.</u></p>
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Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Cite textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view in texts of low-to-moderate complexity.
- Partially summarize central ideas and key events using some details from texts of low-to-moderate complexity.
- Partially analyze relationships within or between literary elements within or across texts of low-to-moderate complexity or in differing versions of texts representing various genres and text types.
- Partially analyze the structure of two or more texts and genre-specific features or formats of texts of low-to-moderate complexity and the impact of those choices on meaning or presentation.
- Partially determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.

3

- Summarize central ideas/key events using relevant details from texts of moderate complexity to determine a theme and provide an objective summary specifically relating analysis to character, setting, and plot.
- Determine precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.
- Cite a range of relevant textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of moderate complexity.
- Analyze relationships among literary elements by comparing and contrasting theme within texts of moderate complexity or in differing versions of texts representing various genres and text types.
- Analyze the structures of two or more texts and genre-specific features or formats of texts of moderate complexity and the impact of those choices on meaning or presentation.
- Determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of moderate complexity.

4

- Evaluate precise meaning of words and distinguish connotative and figurative meanings of academic- and domain-specific words and phrases.
- Evaluate meaning of words with multiple meanings based on context-word relationships and word structures; thoroughly differentiate vocabulary meanings in texts of high complexity.
- Summarize central ideas and key events using the most significant details from longer portions of texts of high complexity.
- Cite strong and varied textual evidence to justify analysis regarding theme, story elements, dialogue, and point of view (e.g., suspense, humor, dramatic irony) in texts of high complexity.
- Analyze relationships by comparing and contrasting them among literary elements within or across texts of high complexity.
- Evaluate the structures of two or more texts and genre-specific features or formats of texts of high complexity and the impact of those choices on meaning or presentation.
- Evaluate and interpret the impact and intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation of texts of high complexity.

Content Category: Informational Text							
Assessment Targets	9: Central Ideas	11: Reasoning and Evidence	8: Key Details	10: Word Meanings	12: Analysis within/across Texts	13: Text Structures and Features	14: Language Use
	Determine a central idea and the key details that support it, or provide an objective summary of the text.	Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author’s point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument an specific claims) and use supporting evidence as justification/explanation.	Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	Determine intended or precise meanings of words, including academic/tier 2 words, domain specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g. common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	Analyze or compare connections within or across texts (e.g., individuals, ideas, or events), or how information within or across texts reveals author’s point of view or purpose.	Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages of those choices on meaning or presentation).	Interpret understanding of figurative language, word relationships, and nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.
Content Standards							
	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-2 <u>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</u></p> <p>RH-2 <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</u></p> <p>RST-2 <u>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior</u></p>	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-3 <u>Analyze how a text makes connections among and distinctions between individuals, events, and ideas in a text (e.g., through comparisons, analogies, or categories).</u></p> <p>RI-6 <u>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u></p> <p>RH-6 <u>Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts</u></p> <p>RST-6 <u>Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p>RI-7 <u>Evaluate the advantages and disadvantages of using different mediums(e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u></p> <p>RI-8 <u>Delineate and evaluate the argument and specific claims in a text,</u></p>	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RH-1 <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p>RST-1 <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p>RH-3 <u>Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</u></p>	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-4 <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</u></p> <p>RH-4 <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p>RST-4 <u>Determine the meaning of symbols, key terms, and other domain –specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</u></p> <p>L-4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p>L-4a <u>Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</u></p> <p>L-4b <u>Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</u></p>	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-3 <u>Analyze how a text makes connections among and distinctions between individuals, events, and ideas in a text (e.g., through comparisons, analogies, or categories).</u></p> <p>RI-6 <u>Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u></p>	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RI-5 <u>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. .</u></p> <p>RH-5 <u>Describe how a text presents information (e.g., sequentially, comparatively, causally).</u></p> <p>RST-5 <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</u></p> <p>RI-7+* <u>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u></p>	<p>RI-1 <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>L-5 <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>L-5a <u>Interpret figures of speech (e.g., verbal irony, puns) in context.</u></p>

<p>knowledge or opinions.</p>	<p><u>assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u> RH-8 <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u> RST-8 <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u> RI-9 <u>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.</u></p>		<p>L-4c <u>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify its precise meaning or its part of speech.</u> L-4d <u>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u> L-5b <u>Use the relationship between particular words to better understand each of the words.</u> L-5c <u>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</u> L-6 <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>			
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Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Identify textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
- Partially summarize central ideas, topics/subtopics, key events, or procedures using some supporting ideas and details.
- Partially determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of low-to-moderate complexity.
- Partially apply reasoning and some textual evidence to justify inferences or interpret author's presentation of information; partially delineate and evaluate the argument assessing whether the reasoning is sound.
- Partially 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 regarding the authors' points of view.
- Partially relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.
- Partially determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of low-to-moderate complexity.

3

- Identify several pieces of relevant textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
- Summarize central ideas, topics/subtopics, key events, or procedures using relevant supporting ideas and details.
- Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of moderate complexity.
- Apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information.
- 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 regarding the authors' points of view.
- Relate knowledge of text structures and genre-specific features or formats of texts to compare/analyze the impact of those choices on meaning or presentation.
- Determine or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of moderate complexity.

4

- Identify several pieces of strong and varied textual evidence from sources across disciplines to support conclusions, inferences, connections, and steps to processes.
- Summarize central ideas, topics/subtopics, key events, or procedures using strong supporting ideas and details with texts of high complexity.
- Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structure, and differentiating vocabulary meanings, in texts of texts of high complexity.
- Effectively apply reasoning and a range of textual evidence to justify inferences or interpret author's presentation of information
- Delineate and evaluate the argument assessing whether the reasoning is sound.
- Effectively 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 regarding the authors' points of view.
- Relate knowledge of text structures and genre-specific features or formats of texts of high complexity to compare/analyze the impact of those choices on meaning or presentation.
- Evaluate or interpret the impact/intent of literary devices or connotative meaning of words and phrases used in context and the impact of those word choices on reader interpretation of texts of high complexity.

Claim #2 Writing: Students can produce effective writing for a range of purposes and audiences.

Content Category: CAT Items

	Organization/Purpose	Evidence/Elaboration	Conventions	
Assessment Targets	<p>Revise Brief Texts 1b: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). 3b: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. 6b: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p>Revise Brief Texts 1b: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event). 3b: Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. 6b: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p>8: Language and Vocabulary Use : Strategically use precise language and vocabulary (including academic or domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p>	<p>9: Edit/Clarify: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>

Content Standards

W-1 (Targets 6a and 6b)

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

W-2 (Targets 3a and 3b)

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

W-3 (Targets 1a and 1b)

- a. 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.
- b. Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
- c. 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W-3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

L-3a Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact.

L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L-3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Content Category: Performance Task

Organization/Purpose	Evidence/Elaboration	Conventions
<p>COMPOSE FULL TEXTS: 2. Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story). 4. Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/toner; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. 7. Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p>COMPOSE FULL TEXTS: 2. Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author’s craft—all appropriate to purpose (style or point of view in a short story). 4. Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/toner; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented. 7. Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p>	<p>8: Language and Vocabulary Use : Strategically use precise language and vocabulary (including academic or domain-specific vocabulary an figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p>
<p>9: Edit/Clarify: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.</p>		

Content Standards

<p>W-1 (Target 7) a. <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u> b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u> c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.</u> d. Establish and <u>maintain a formal style.</u> e. <u>Provide a concluding statement or section that follows from the argument presented.</u></p> <p>W-2 (Target 4) a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension</u> b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u> c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u> d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> e. Establish and <u>maintain a formal style.</u> f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p>W-3 (Target 2) a. <u>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.</u> b. <u>Use narrative techniques such as dialogue, pacing, description and reflection to develop experiences, events, and/or characters.</u> c. <u>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.</u> d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u> e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W-5 With some guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u> W-8 <u>Gather relevant information from print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>	<p>W-2d <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> W-3d <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u> L-3a Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). L-6 Acquire and <u>use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or</u></p>	<p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> L-3 <u>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u></p>
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W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

phrase important to
comprehension or
expression.

Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Apply some narrative strategies, textual structures, and transitional strategies for coherence.
- Use minimal relevant details when writing or revising brief narrative texts.
- Use minimal support and elaboration when writing brief informational/explanatory texts.
- Demonstrate some ability to use appropriate text features.
- Produce argumentative texts and attempt to acknowledge a counterclaim.
- Demonstrate some awareness of audience and purpose when writing.
- Pay limited attention to word choice and/or syntax.
- Plan, write, revise, and edit argument pieces demonstrating partial ability to state claims about topics or sources.
- With some support, use basic language appropriate to the purpose and audience when revising or composing text.
- Write or edit texts, demonstrating a partial understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
- Demonstrate limited use of technology, including the Internet, to produce and publish writing.

3

- Apply some narrative strategies when writing or revising one or more paragraphs.
- Write longer narrative texts demonstrating use of specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Employ effective text features and visual components appropriate to purpose.
- Demonstrate some ability to plan, write, revise, and edit full argument pieces demonstrating ability to state claims about topics or sources; attend to purpose and audience; organize ideas by stating a context and focus; include structures and appropriate transitional strategies for coherence; identify supporting evidence/reasons and elaboration from credible sources; develop an appropriate conclusion.
- Use a range of precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Demonstrate some ability to edit a piece of writing, showing an understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling) when writing.
- Demonstrate some use of technology, including the Internet, to produce and publish writing.

4

- Demonstrate effective use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence.
- Demonstrate effective use of precise words and phrases and use relevant descriptive details and sensory language to convey experiences or authors' craft appropriate to purpose, including a conclusion that reflects on the narrated experience.
- Demonstrate use of multiple, specific narrative techniques, chronology, and appropriate transitional strategies for coherence when writing longer narrative texts.
- Demonstrate effective use of precise language and formal style to organize ideas by stating a focus when writing or revising more than one informational or explanatory paragraph.
- Employ advanced text features and visual components appropriate to purpose.
- Effectively use an extensive range of language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing text.
- Effectively write or edit texts, demonstrating a strong understanding of Standard English grammar conventions and usage (e.g., capitalization, punctuation, and spelling).
- Effectively use technology, including the Internet, to produce and publish writing.

Claim #3 Speaking/Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

Content Category: Listening

**Assessment
Targets**

4: Listen/Interpret: Interpret and use information delivered orally.

Content Standards

SL-2 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.

SL-3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
supporting details presented in

2

- Have limited engagement and interaction with media and source materials and minimally account for elements that contribute to points of view.

3

- Engage and interact with media and source materials and account for elements that contribute to points of view.

4

- Thoroughly engage and interact with media and source materials and account for elements that contribute to points of view.

Claim #4 Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Content Category: Research

Assessment Targets	<p>2: Interpret and Integrate Information: Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.)</p>	<p>3: Evaluate Information/Sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection and research.</p>	<p>4: Use Evidence: Cite evidence to support opinions, ideas or analyses.</p>
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Content Standards

<p><u>RI-1</u> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RI-6</u> Determine an author’s of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><u>RI-8</u> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><u>RI-9</u> 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.</p> <p><u>RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9</u> (as appropriate to research task or topic)</p> <p><u>RLiteracy-1 (History)</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>RLiteracy-1 (Science)</u> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><u>RLiteracy-2 (History)</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>RLiteracy-2 (Sci/Tech)</u> Determine the central ideas or summary of the text distinct from prior knowledge or opinions.</p> <p><u>RLiteracy-7 (History)</u> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>RLiteracy-7 (Sci/Tech)</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><u>RLiteracy-8 (History)</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>RLiteracy-8 (Sci/Tech)</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><u>RLiteracy-9 (History)</u> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>RLiteracy-9 (Sci/Tech)</u> Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p><u>W-8, WLiteracy-8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>W-9, WLiteracy-9</u> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><u>W-8, WLiteracy-8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><u>RLiteracy-1 (History)</u> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><u>RLiteracy-1 (Sci/Tech)</u> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><u>RLiteracy-7 (History)</u> Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.</p> <p><u>RLiteracy-7 (Sci/Tech)</u> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><u>RLiteracy-8 (History)</u> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>RLiteracy-8 (Sci/Tech)</u> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><u>RLiteracy-9 (History)</u> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>RLiteracy-9 (Sci/Tech)</u> Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p><u>W-1b</u> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><u>W-8, WLiteracy-8</u> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><u>W-9, WLiteracy-9</u> Draw evidence from informational texts to support analysis, reflection and research.</p>
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Threshold Achievement Level Descriptors (ALD) Students Entering Level (2, 3, or 4) will be able to...

2

- Demonstrate minimal research and evaluation skills.
- Draw broad conclusions from source materials.
- Construct a partial claim with limited use of evidence.
- Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.
- Develop an argument with a claim and minimal support.

3

- Use research/inquiry methods to explore a topic.
- Select from and adequately analyze sources from a variety of perspectives and present findings.
- Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.
- Search for relevant authoritative information and evaluate the uses and limitations of source material.
- Generate a specific debatable claim or main idea and cite some relevant evidence.

4

- Employ multimodal resources to advance a sustained exploration of a topic.
- Synthesize multiple sources of relevant, authoritative information and discriminate among them to support an analysis.
- Search for relevant information from diverse authoritative sources.
- Systematically evaluate uses and limitations of sources.
- Generate an authoritative claim.
- Evaluate and cite substantial, relevant evidence.